2026

Senior Schooling Curriculum Handbook

Years 10, 11, 12

BEAUDESERT HIGH SCHOOL

WORK CONQUERS ALL

Engaged, inspired students achieving their personal best

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Message from the Principal

Queensland introduced a new Queensland Certificate of Education (QCE) system starting with Year 11 students in 2019. This represented the biggest change to secondary schooling in Queensland in 30 years. While it has now been in place for 5 years, many parents are unfamiliar with this new system. The new system involves:

- Improved processes to strengthen the quality and comparability of school-based assessment.
- External assessment in most subjects with Math and Science General subjects with 50% exams.
- A move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

It is imperative that students and families take the time to understand the different pathways available and the post-schooling options that each of these pathways lead into. Our Futures Ready evening will provide students and families with all of the information required for this.

When choosing subjects, students should be considering the following when making choices:

Pick subjects that:

- Contribute to your ATAR or QCE
- Enables students to achieve success
- Provide enjoyment
- Open up career opportunities
- Develops lifelong skills, attitudes and knowledge

I believe that students who choose their areas of study wisely with sufficient consideration and guidance, will have greater success in achieving their QCE *(Queensland Certificate of Education)*. Furthermore, they will find their Senior School studies to be more rewarding.

Students are therefore encouraged to approach the task of subject selection calmly and carefully:

- Follow the guidelines
- Ask for help along the way
- Produce a list of subjects that meets their needs

I hope you will find in this booklet the answers to many of your questions about the subjects available at Beaudesert State High School in Years 10, 11 and 12. More significantly, I wish you well in these last years of your secondary schooling.

Damien Burke
Principal

BYOD (Bring your own device)

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. It is with this in mind that in 2023 we launched the next step in Beaudesert State High School Year 11 digital connection. As a result, we now require all Year 10, 11 and 12 to bring a BYO device to school, every day, from January 2025.

Why BYOD?

The benefits for BYOD:

- improve digital literacy
- provide independent learning
- removes barriers to learning
- allows wider exploration of the world
- prepares students for the workplace technology environment
- continued connection to learning on year 11 pathways day
- gives access to QCAA Digital resources that are required for year 10, 11 and 12
- Students gain the convenience of using the same device at school as well as at home for homework.

Participation in BYOD

This program is available to all year levels; however, it is a mandatory requirement for all year 10, 11 and 12 students from 2025 and beyond.

Next steps to joining the program, students and parents/carers must:

- read and understand BYOD requirements
- check minimum specifications required for your device
- complete and sign a BYOD Agreement form and return to the IT department, along with the device so it can be set up on the network

It is recommended that students start this process in semester 2 of year 9, to ensure the device is ready to go day one of year 10.

All documents and supporting resources can be found on the school's website page https://beaudesertshs.eq.edu.au/curriculum/bring-your-own-device

Charging of devices

Students will be expected to bring a fully charged device to school each day. Saves on loss of charger at school and carrying it in their bags. Attempts to charge devices in classrooms may create a safety hazard.

BYOD minimum specifications

Beaudesert's BYOD program operates on a minimum-specification model, which means that no single make of device is preferred over another. Provided the device meets the minimum specifications outlined below, your student's device should connect to the internet via the school's service and allow your student to access sites such as The Learning Place in every classroom. Devices which do not meet the minimum specifications, usually older devices, may experience difficulties operating within the school.

When purchasing a device, please make sure that it meets the minimum specifications. Use the information below to evaluate the purchase of any device that you may be considering allowing your student to bring to school. If you are unsure, bring a copy of this page to the store when purchasing a laptop.

No Chromebooks or Android tablets!

Feature	Minimum Specifications
Please note: specialist subjects such as Senior Graphics and Senior Film, Television & New Media will require capabilities above those listed below. Contact the school's Information Technology department for details.	
CPU	Intel Core i3, AMD Quad Core or equivalent
RAM	8GB minimum
Graphics	Integrated/On board Intel graphics or equivalent
Storage	128GB SSD minimum USB ports
Wireless	802.11AC or above (no wired network provided)
Screen Size	13-15" recommended
Battery	4.5 hour battery life minimum
Operating System	Windows 10 (**Not** windows 10 S) or higher OR Mac OSX Sierra or newer
Additional Software	• Microsoft Office *(available to download free-of-charge for all enrolled students)* • Microsoft Edge, Safari or equivalent browser

• Instructions for installing Microsoft Office are available on the school website

• The process for connecting to our network will require a secure password to be set on the laptop. Please make sure that any existing password for the computer is known in case it needs to be changed.

• Windows 10 S is not compatible with our network, however you can upgrade it to the complete version of Windows 10 for free.

For further information and a step by step guide, please go to our BYOD page on our schools website. https://beaudesertshs.eq.edu.au/curriculum/bring-your-own-device

Or, if you have any questions, please feel free to contact BSHS on 07 5542 9111 and ask to speak to the IT department.

PARTICIPATION AGREEMENT
BRING YOUR OWN DEVICE BYOD

The following is to be read, understood and completed by both the *STUDENT* and the *PARENT/CAREGIVER* and returned to the school's IT Support Department before a BYOD device will be permitted to access the school's computer network.

In signing below, we acknowledge that we:

- **accept all policies and guidelines as per the school's Responsible Behaviour Plan and the *2021 Laptop Charter***
  (available on the school's website – www.beaudesertshs.eq.edu.au)
- **understand that laptops and tablets only are permitted as part of the BYOD Scheme. Other devices, such as smartphones etc ARE NOT permitted access to the school's network.**
- **understand the expectations of using the device while at school. The device is owned by the student/parent/caregiver, but when and how it's used while at school, is at the discretion of the school.**
- **understand that non-compliance or irresponsible behaviour, as per the intent of the *2021 Laptop Charter* and the school's Responsible Behaviour Plan, will result in consequences relative to the behaviour, which may include, but not limited to, access to the school's computer network being withdrawn, the student being withdrawn from the BYOD Scheme.**
- **understand the school reserves the right to insist that certain software must be installed prior to the device accessing the school's network. Such software may be required to maintain a safe and stable network or to be used to assist with teaching and learning. If such software is removed it must be reinstalled prior to the device reconnecting to the school's network. Any such software would be free and provided by the school or be available free on the internet for students to download.**
- **A working and up-to-date Anti-Virus program MUST be installed on all laptops accessing the school's network. Any student using a device without an Anti-Virus software program or an out-of- date version, will have their access to the BYOD Scheme withdrawn until such time they can provide a device meeting ALL the requirements of the BYOD scheme.**
- **understand that the expectation is that BYOD devices contain no illegal, unsafe or intimidating data of others as per the school's Responsible Behaviour Plan.**
- **understand that the BYOD device is granted network access *only* for educational purposes and accept that activities like game playing, movie watching etc. is not permitted during class time (unless approved by the school).**
- **understand that the internet provided at school is for school/subject related work approved by the school. Downloading is not acceptable unless approval from the school has been granted.**

		/ /
Student's name (please print)	**Signature of Student**	**Date**
		/ /
Parent / Caregiver's name (please print)	**Signature of Parent / Caregiver**	**Date**
Mrs Gemma Wuersching		/ /
Head of Department, Information Technology	**Signature of HoD IT**	**Date**

Yr.

Year Level in 2026

Plan your pathway

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Senior Pathways - Beaudesert State High School

At Beaudesert SHS, we endeavour to meet the Education Queensland Strategic Plan goal of 'every student succeeding'. We aim to provide each student with opportunities for success by offering a range of pathways designed for outcomes, including further tertiary study, apprenticeships or workforce readiness.

ATAR PATHWAY

6 General subjects or 5 General subjects + a Cert III or Higher or an Applied Subject

PLUS engagement in external exam preparation, including MOCK BLOCK exams is required for a student to be eligible for the ATAR Pathway at Beaudesert SHS.

Compulsory subjects are General English or Literature and General Maths or Maths Methods

<u>This pathway DOES lead to an ATAR</u>

WHO should select this pathway?

Students who:

Want to gain entry into university courses

Enjoy academic rigour

Enjoy theoretical aspects of learning with a high level of commitment to study

INDUSTRY PATHWAY

6 subjects and can contain a combination of applied and general subjects.

Maximum of 3 general subjects can be chosen. Options include:
6 applied subjects
5 Applied + 1 VET or General 4 Applied + 2 VET or General 3 Applied + a combination of VET and General

<u>This pathway DOES NOT</u> <u>lead to an ATAR.</u>

Students in this pathway may access traineeships, apprenticeships and are strongly encouraged to complete a Cert III or higher qualification either at school or through an external TAFE course.

Access to General subjects by negotiation at SET Plan

WHO should select this pathway?

Students who:

Enjoy practical subjects and are interested in on-the-job training or work readiness skills

Are already receiving intervention and support for their learning

Are interested into transitioning from school to an apprenticeship or the workforce.

Senior Education Profile

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible.

Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

QCE eligibility

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCE requirements

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, visit the QCAA website at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.
The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in Increments of 0.05.
ATARs below 30 will be reported as '30.00 or less'.

ATAR calculation

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's: best five General subject results or best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The ATAR will be calculated by combining a student's best five scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

English requirement

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

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

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

Inter-subject scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so that results for that subject can be compared fairly with the results of any other subject.

If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they may only get 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easier possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Accessing the ATAR

ATARs are expected to be released mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

What do I need for an ATAR?

The ATAR is calculated from results you achieve in Units 3 and 4 in:

- 5 General subjects, or
- 4 General subjects + 1 Applied subject or completed VET qualification at Certificate III level or above.

To be eligible for an ATAR, you must successfully complete an English subject. This means you must achieve a result of C or above in one of five QCAA English subjects — English, Essential English, Literature, English & Literature Extension or English as an Additional Language.

While you must meet this standard to be eligible to receive an ATAR, your English result will not be included in the calculation of your ATAR unless it is one of your best results.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment.

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

External assessment

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

External assessment is:

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

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

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

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

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

Curriculum

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

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

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

Assessment

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

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

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

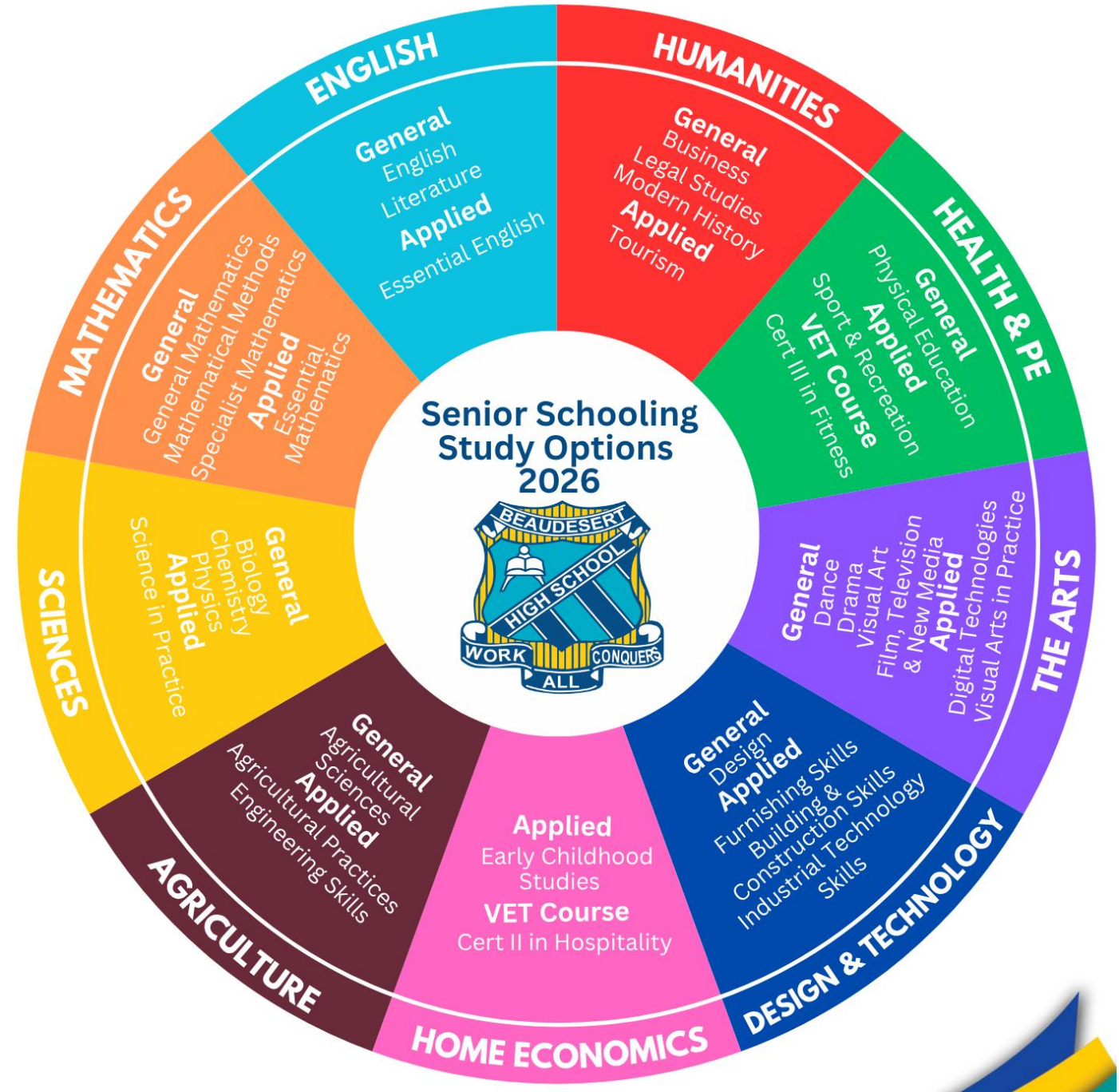
- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

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

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

QCAA Senior Syllabus



Engaged, inspired students achieving their personal best

General Mathematics
Year 10 General

Unit 1: Measurement and Space
In Unit 1, students develop an understanding of measurement and spatial reasoning by representing and quantifying the world around them.
Students solve measurement problems involving the surface area and volume of common and composite objects, use Pythagoras' theorem and trigonometry of right-angled triangles to solve problems in 2 and 3 dimensions, and use mathematical modelling to solve practical problems involving proportion and scaling.
Assessment: Examination (90 minutes)

Unit 2: Statistics and Probability
In Unit 2, students develop an understanding of statistics and probability to make informed decisions about the world around them.
Students investigate conditional probability and its relation to dependent and independent events, compare different ways of representing the distribution of continuous data and interpret the key features of the distribution, explore association between pairs of variables, interpret the data with respect to the context and discuss possible conclusions, and use scatterplots to consider association and correlation and create the line of best fit by eye and using technology.
Assessment: Project – extended written response (800 words)

Unit 3: Number and Algebra
In Unit 3, students develop an understanding of number and algebra to solve real-world problems.
Students apply numerical, graphical and algebraic approaches to pairs of linear equations, generalise and extend their repertoire of algebra techniques, and use mathematical modelling to solve problems in applied situations involving linear growth and decay.
Assessment: Examination (90 minutes)

Unit 4: Decision-Making Mathematics
In Unit 4, students use mathematical modelling to make decisions in relevant situations.
Students interpret networks and network diagrams in authentic contexts, calculate simple and compound interest and compare financial situations to make decisions, and model real-world phenomena using exponential and linear scales.
Assessment: Project – extended written response (800 words)

Entry requirements
C in Maths and English in Year 9

Contact Person
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gxkau0@eq.edu.au

General Mathematics
General Senior Subject – Year 11 and 12 General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • recall mathematical knowledge • use mathematical knowledge • communicate mathematical knowledge • evaluate the reasonableness of solutions • justify procedures and decisions • solve mathematical problems.

Course Structure

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

Assessment

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

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

Summative assessments

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

Contact Person

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Mathematical Methods
Year 10 General

Course Outline

Unit 1: Measurement and Space
In Unit 1, students develop ways of representing and quantifying the world around them by modelling systems and solving problems in a range of real-world contexts.

Students will engage in a range of approaches to solve measurement problems involving the surface area and volume of common objects, composite objects by applying Pythagoras' theorem and trigonometry involving exact values of triangles to solve spatial problems, including bearings in two- and three- dimensions, and manipulate images of their representations using digital tools to make informed decisions and evaluate the validity of decisions made.
Assessment: Examination (90 minutes)

Unit 2: Statistics and Probability
In Unit 2, students develop an understanding of statistics and probability by exploring events to make informed decisions about the world around them.

Students will engage in a range of approaches to investigate conditional probability and its relation to dependant and independent events, including sampling and two- and three step events with and without replacement, standard deviations of data sets, representing the distribution of continuous data to interpret key features and analyse trends and patterns to make future predictions. Students further develop their problem solving and reasoning skills by exploring standard distribution, their means and probabilities to discuss possible conclusions.
Assessment: Project – extended written response (800 words)

Unit 3: Number and Algebra
In Unit 3, students develop an understanding of algebra and numbers to work efficiently and manipulate numbers and symbols to think and reason about the relationships in both mathematical and real-world problems.

Students engage in a range of strategies to apply numerical, graphical and algebraic approaches to analyse the behaviour of linear simultaneous equations and linear inequalities with 2 variables, generalise and extend their understanding of algebraic techniques involving quadratic equations and model and solve problems in applied situations involving quadratic functions using technology.
Assessment: Examination (90 minutes)

Unit 4: Number and Algebra
In Unit 4, students further develop their understanding of algebraic expressions and numbers to explore a larger range of relationships to model real-world problems.

Students will engage in a range of approaches to apply numerical, graphical and algebraic approaches to analyse and model the behaviour of quadratic and cubic functions by identifying key features, apply algebraic expansion theorems, investigate irrational numbers and use technology to solve applied situations.
Assessment: Project – extended written response (800 words)

Entry requirements
B in Maths and English in Year 9

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Mathematical Methods
General Senior Subject – Year 11 and 12 General

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

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

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

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

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

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • recall mathematical knowledge • use mathematical knowledge • communicate mathematical knowledge • evaluate the reasonableness of solutions • justify procedures and decisions • solve mathematical problems

Course Structure

Unit 1	**Surds, algebra, functions and probability** • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability
Unit 2	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation
Unit 3	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables
Unit 4	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

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Specialist Mathematics
Year 10 General

Course Outline

Unit 1: Measurement and Space
In Unit 1, students develop ways of representing and quantifying the world around them by modelling systems and solve problems in a range of real-world contexts.

Students engage in a range of approaches to develop their understanding and fluency in solving problems involving right-angled problems, trigonometry, bearing, trig identities, Unit circle and surface area and volumes of 3D shapes.

Students further develop their problem solving and reasoning skills by applying their knowledge of measurements and space into proofs into real world problems by employing problem solving strategies to make informed decisions and evaluate the validity of those decisions.
Assessment: Examination (90 minutes)

Unit 2: Statistics and Probability
In Unit 2, students develop an understanding of statistics and probability to make informed decisions about the world around them.

Students engage in a range of approaches to develop their understanding and fluency in solving problems involving dependant and independent probabilities of 2 and 3 step events, conditional probabilities and calculating measures of spread. They investigate the distributions of different data displays to interpret and analyse trends and patterns to make future predictions.

Students further develop their problem solving and reasoning skills by applying their knowledge of statistics and probability in problems involving combinations and permutations, standard and normal distribution curves using digital tools.
Assessment: Project – extended written response (800 words)

Unit 3: Number and Algebra
In Unit 3, students develop an understanding of numbers and algebra to work effectively with numbers and symbols to think and reason about relationships in both mathematical and real-world contexts.

Students will engage in a range of approaches to develop their understanding of numerical, graphical and algebraic approaches to analyse the behaviours of pairs of simultaneous equations and inequalities with 2 variables, matrices, quadratics, cubic, exponential and logarithm functions.

Students further develop their problem solving and reasoning skills by applying their knowledge of numbers and algebra to construct mathematical arguments involving growth and decay in financial and other applied situations.
Assessment: Examination (90 minutes)

Unit 4: Number and Algebra
In Unit 4, students further extend their understanding of real number system including complex numbers, arithmetic and algebra to work effectively with complex numbers and symbols to think and reason about relationships in both mathematical and real-world contexts.

Students engage in a range of approaches to develop their understanding of numerical, graphical and algebraic approaches to analyse the behaviours of complex numbers. Students develop their fluency by solving complex numbers and plotting them on Argand diagram.

Students further develop their problem solving and reasoning skills by applying their knowledge of complex numbers to construct abstract mathematical arguments and justify them using mathematical reasoning in areas such as science, health, finance, sports, engineering, and building and construction.
Assessment: Project – extended written response (800 words)

Entry requirements

A/B in Maths in Year 9, B in English in Year 9

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Specialist Mathematics
General Senior Subject – Year 11 and 12 General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • recall mathematical knowledge • use mathematical knowledge • communicate mathematical knowledge • evaluate the reasonableness of solutions • justify procedures and decisions • solve mathematical problems

Course Structure

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

Unit 1	**Combinatorics, proof, vectors and matrices** • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices
Unit 2	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations
Unit 3	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices
Unit 4	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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▪ Examination — short response</td><td rowspan="2">15%</td></tr>
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▪ Examination — short response</td><td>15%</td></tr>
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▪ Examination — combination response</td></tr>
</table>

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Essential Mathematics
Year 10 Applied

Course Outline

Unit 1: Measurement and Space
In Unit 1, students develop an understanding of measurement and space to solve problems in simple and real-world contexts.

Students solve problems involving the surface area and volume of objects using appropriate units, and apply Pythagoras' Theorem and Trigonometry to right-angled triangles.
Assessment: Examination (70 minutes)

Unit 2: Statistics and Probability
In Unit 2, students develop and understanding of statistics and probability to make informed decisions about the world around them.

Students investigate conditional probability and its relation to independent events, compare and make predictions of different ways of representing the distribution of continuous data, and interpret the key features of the distribution. They explore the association between pairs of variables, interpret the data with respect to the context and make predictions.

Students use scatterplots to consider association and correlation and consider the line of best fit by eye and using technology.
Assessment: Project – extended written response (800 words)

Unit 3: Measurement and Space
In Unit 3, students develop an understanding of scale and proportionality to solve real-world problems.
Students use scales to represent small and large quantities, solve measurements problems, and use mathematical modelling to solve practical problems involving scaling.
Assessment: Project – extended written response (800 words)

Unit 4: Number and Algebra
In Unit 4, students explore number and algebra to solve problems in financial applied situations.
Students use mathematical modelling and justify solutions to solve problems involving linear and exponential functions, and test conjectures involving functions using digital tools.
Assessment: Examination (70 minutes)

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Essential Mathematics
Applied Senior Subject – Year 11 and 12 Applied

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning.

They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways	Objectives
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.	By the conclusion of the course of study, students will: •recall mathematical knowledge •use mathematical knowledge •communicate mathematical knowledge •evaluate the reasonableness of solutions •justify procedures and decisions •solve mathematical problems.

Course Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. 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	Summative internal assessment 3 (IA3): ▪ Problem-solving and modelling task
Summative internal assessment 2 (IA2): ▪ Common internal assessment (CIA)	Summative internal assessment (IA4): ▪ Examination — short response

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English
Year 10 General

Course Outline

Unit 1: Novel Study
In Unit 1, students explore a range of perspectives, representations, identities and issues through engaging with texts. They explore how perspectives are conveyed through use of textual structures, conventions and style of language. Students create an analytical text, demonstrating their understanding of relevant issues, identities and interest groups.
Assessment: Examination – extended analytical response (600-800 words) to a seen question, planning and exam completed over 3 lessons

Unit 2: Media Issues
In Unit 2, students engage with a range of current media issues. They examine representations of concepts, and explore how writers convey perspectives and representations of relevant media issues including ethical issues and global dilemmas. They create a persuasive text to demonstrate their understanding and perspective of a media issue. Students experiment with conventions of language to develop voice and style to position an audience.
Assessment: Extended response – Persuasive speech (3-5 minutes)

Unit 3: Play Study
In Unit 3, students explore the representation of issues and concepts within a text. They develop a critical understanding of how texts and language are influenced by context. Students explore how writers convey themes and issues and how themes of human experience shape cultural significance. Students create a persuasive text using rhetorical language, technical vocabulary, types of images and graphics.
Assessment: Extended response – Feature article (600-800 words)

Unit 4: Poetry Transformation
In Unit 4, students explore issues, including the human experience, through a variety of representations and perspectives. They analyse the use of aesthetic features, figurative language and text structures. Students explore how writers convey themes and issues and how themes of human experience shape cultural significance. Students create an imaginative narrative text.
Assessment: Extended response – Narrative (600-800 words)

Entry requirements
C in Year 9 English

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English
General Senior Subject – Year 11 and 12 General

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

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

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

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

Course Structure

Unit 1	Unit 2
Perspectives and texts • Texts in contexts • Language and textual analysis Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts
Unit 3	**Unit 4**
Textual connections • Conversations about issues in texts Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

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): ▪ Spoken persuasive response	25%	Summative internal assessment 3 (IA3): ▪ Examination — extended response	25%
Summative internal assessment 2 (IA2): ▪ Written response for a public audience	25%	Summative external assessment (EA): ▪ Examination — extended response	25%

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Literature
Year 10 General

Course Outline

Unit 1: Novel Study
In Unit 1, students engage and interact with different literary styles and structures in order to develop knowledge and understanding of how texts are shaped and received by readers and audiences.

Students analyse, interpret and evaluate how textual choices engage readers and develop their own interpretation of a text. They learn how to select, evaluate and discuss how aspects of literary texts support their interpretation.
Assessment: Examination – extended analytical response (600-800 words) to a seen question

Unit 2: Creative Responses to Literary Texts
In Unit 2, students explore a range of literary texts and develop an understanding of how literary techniques are used by authors to create emotional responses.

Students experiment with manipulating aesthetic features to create their own imaginative response.
Assessment: Extended response – Narrative (600-800 words)

Unit 3: Connections Between Texts
In Unit 3, students are exposed to ways that literary texts interact with and build upon each other.
Students study texts that are closely related or are adaptations of each other.

They are exposed to ways that cultural assumptions and attitudes, values and beliefs underpin texts and position audiences. Students analyse the connections between the texts by considering their similarities and differences in style, structure and subject matter.
Assessment: Extended response – Analytical essay (600-800 words)

Unit 4: Reimagining a Text
In Unit 4, students build on their understanding of intertextuality between texts.
Students develop a critical understanding of how texts and language are influenced by context.

They experiment heavily with manipulating aesthetic features and stylistic devices to create an imaginative multimodal response that reimagines aspects of a literary text to shape representations and perspectives.
Assessment: Extended response – Imaginative multimodal (3-5 minutes)

Entry requirements
B in Year 9 English

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Literature
General Senior Subject Year 11 and 12 General

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

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

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

Course Structure

Unit 1	**Introduction to literary studies** • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts
Unit 2	**Intertextuality** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and structure • Creating analytical and imaginative texts
Unit 3	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts
Unit 4	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

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): ▪ Imaginative response	25%
Summative internal assessment 2 (IA2): ▪ Imaginative response	25%	Summative external assessment (EA): ▪ Examination — extended response	25%

Contact Person

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Essential English
Year 10 Applied

Course Outline

Unit 1: From pages to paper – Crafting critical responses to literature
In Unit 1, students interact with others and engage with a variety of texts, from a range of genres for enjoyment.

Students analyse, interpret, evaluate and discuss a wide range of media, digital and online texts. They analyse the visual, language and textual features and how these choices positions audiences in a short analytical response.
Assessment: Examination – short analytical responses (100–300 words per item, up to 800 words for the task)

Unit 2: From pages to podium – Persuading the people!
In Unit 2, students interact with others and engage with a variety of texts from a range of genres. The texts, which may be non-fiction, media and digital texts relate to issues in the media; these will explore themes of human experiences and cultural significance, interpersonal relationships, and ethical and global dilemmas in real world and fictional settings.

Students create texts whose purpose is persuasive in convincing an audience which text best represents the issues shown.
Assessment: Extended response – Persuasive speech (3-5 minutes)

Unit 3: From pages to paper – The power of the pen (words that persuade)
In Unit 3, students engage with a variety of texts for enjoyment, that support and extend students as independent readers. They engage with texts that involve complex, challenging plot sequences and hybrid structures.

Students create a persuasive written feature article that evaluates and discusses the relevance of the novel's themes, and reviews the accuracy of those representations against society today.
Assessment: Extended response – Persuasive feature article (600-800 words)

Unit 4: Literary echoes – Crafting short stories from the greats!
In Unit 4, students interact with others and engage with a variety of texts, from a range of genres for enjoyment. Students analyse, interpret, evaluate and discuss a range of film, literature, short stories, poems and First Nation's oral histories from a wide range of Australian and world authors, including texts from and about Asia.

These texts may involve complex, challenging plot sequences and hybrid structures that explore themes of human experience and cultural experience so that they may create an imaginative short story that evokes an emotional response in their readers.
Assessment: Extended response – Narrative (600-800 words)

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Essential English
Applied Senior Subject – Year 11 and 12 Applied

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

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

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

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

Course Structure

Unit 1	**Language that works** • Responding to texts • Creating texts
Unit 2	**Texts and human experiences** • Responding to texts • Creating texts
Unit 3	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences
Unit 4	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

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): ▪ Spoken response	Summative internal assessment 3 (IA3): ▪ Multimodal response
Summative internal assessment 2 (IA2): ▪ Common internal assessment (CIA)	Summative internal assessment (IA4): ▪ Written response

Contact Person

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Modern History
Year 10 General

Course Outline

Unit 1: Japan's Meiji Restoration

In Unit 1, students focus on the transformation of the modern world within the context of Imperial Japan, investigating the causes of the Meiji Restoration and its effects on the Asia-Pacific region. Students demonstrate the application of the skills of a historian by developing historical questions, analysing and evaluating a range of sources, and evaluating different perspectives.

Assessment: Investigation – independent source investigation (600–800 words)

Unit 2: World War II in the Pacific

In Unit 2, students study the causes and effects of major events and turning points in the Pacific Theatre of War. Students compare and evaluate contested historical interpretations of these significant events, as well as analyse sources to describe changes and continuities in Australian society during and post-World War II. In this unit, students also evaluate a range of historical sources to make judgements about the accuracy, usefulness and reliability of evidence related to the Pacific Theatre.

Assessment: Examination (600–800 words, comprising 50–150 words per short response item, and 300–400 words per extended response item)

Unit 3: World War II in Europe

In Unit 3, students investigate World War II in a new context, specifically the historical significance of events and turning points in the European Theatre of War. Students locate, select and compare primary and secondary historical sources related to an aspect of the topic chosen for investigation. In this unit, students also analyse, evaluate and synthesise evidence from these sources to communicate their findings for a particular audience.

Assessment: Investigation – historical essay based on research (600–800 words)

Unit 4: Human Rights and Freedoms

In Unit 4, students study the origins and significance of the Universal Declaration of Human Rights, together with the struggle for human rights and freedoms in Australia and the broader world. Students explain the role of significant ideas, individuals and groups connected to these developments and their influences on Australian and global history through analysing and evaluating historical sources.

Assessment: Examination – Extended response to stimulus (600–800 words)

Entry requirements

C in Year 9 English

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Modern History
General Senior Subject – Year 11 and 12 General

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

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

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • devise historical questions and conduct research • comprehend terms, concepts and issues • analyse evidence from historical sources • evaluate evidence from historical sources • synthesise evidence from historical sources • communicate to suit purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: ▪ Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) ▪ Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) ▪ Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) ▪ American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) ▪ French Revolution, 1789–1799 (Estates General meets – New Consulate established) ▪ Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) ▪ Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) ▪ Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) ▪ Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) ▪ Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) ▪ Iranian Revolution and its aftermath, 1977– 1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) ▪ Arab Spring since 2010 (Tunisian Revolution begins) ▪ Alternative topic for Unit 1.	**Movements in the Modern World** Schools select two of the following topics to study in this unit: ▪ Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) ▪ Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) ▪ Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) ▪ Women's movement since 1893 (Women's suffrage in New Zealand becomes law) ▪ May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) ▪ Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) ▪ Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) ▪ Anti-apartheid movement in South Africa, 1948– 1991 (apartheid laws start – apartheid laws end) ▪ African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) ▪ Environmental movement since the 1960s (Silent Spring published) ▪ LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988(People Power Uprising begins) ▪ Alternative topic for Unit 2.	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: ▪ Australia since 1901 (Federation of Australia) ▪ United Kingdom since 1901 (Edwardian Era begins) ▪ France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) ▪ New Zealand since 1841 (separate colony of New Zealand established) ▪ Germany since 1914 (World War I begins) ▪ United States of America, 1917–1945 (entry into World War I – World War II ends) ▪ Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) ▪ Japan since 1931 (invasion of Manchuria begins) ▪ China since 1931 (invasion of Manchuria begins) ▪ Indonesia since 1942 (Japanese occupation begins) ▪ India since 1947 (Indian Independence Act of 1947 becomes law) ▪ Israel since 1917 (announcement of the Balfour Declaration) ▪ South Korea since 1948 (Republic of Korea begins).	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: ▪ Australian engagement with Asia since 1945 (World War II in the Pacific ends) ▪ Search for collective peace and security since 1815 (Concert of Europe begins) ▪ Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) ▪ Mass migrations since 1848 (California Gold Rush begins) ▪ Information Age since 1936 (On Computable Numbers published) ▪ Genocides and ethnic cleansings since the 1930s (Holocaust begins) ▪ Nuclear Age since 1945 (first atomic bomb detonated) ▪ Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) ▪ Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) ▪ Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) ▪ Space exploration since the 1950s (publication of articles focused on space travel) ▪ Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established) ▪ Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Examination — extended response	25%	Summative internal assessment 3 (IA3): ▪ Investigation	25%
Summative internal assessment 2 (IA2): ▪ Investigation	25%	Summative external assessment (EA): ▪ Examination — short response	25%

Contact Person

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Business
Year 10 General

Course Outline

Unit 1: Government and Economic Decision-Making
In Unit 1, students investigate economic decision-making from the government that impacts the economy and living standards of a country in a way to improve productivity and management of their workforce.

Assessment: Combination Exam (600-800 words)

Unit 2: Financial Literacy and Decision-Making
In Unit 2, students investigate a range of factors that influence individual and financial decision-making, focusing on consumer decision-making, including superannuation and improving financial wellbeing for the common good of society.

Assessment: Project – Written Portfolio (600-800 words)

Unit 3: Productivity in the Workplace
In Unit 3, students explore different ways businesses can adopt and become productive in the workplace from recent technological changes to investigating ways of the future. Using real-life business examples students will develop their critical thinking skills and be challenged to think more deeply about the world of business.

Assessment: Feasibility Report (600-800 words)

Unit 4: Functions of a Business
In Unit 4, students will begin understanding the functions of business Financial, Human Resources, Operations and Marketing. Students will develop their knowledge on businesses and examine the success or failures of business decisions and provide recommendations on future improvements.

Assessment: Combination Exam (600-800 words)

Entry requirements

C in Year 9 English

Contact Person

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Business
General Senior Subject – Year 11 and 12 General

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

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored.

Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies.

Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities.

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • describe business situations and environments • explain business concepts and strategies • analyse and interpret business situations • evaluate business strategies • create responses that communicate meaning to suit audience, context and purpose.

Course Structure

Unit 1	Unit 2
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets
Unit 3	**Unit 4**
Business diversification • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Examination — combination response	25%	Summative internal assessment 3 (IA3): ▪ Feasibility report	25%
Summative internal assessment 2 (IA2): ▪ Business report	25%	Summative external assessment (EA): ▪ Examination — combination response	25%

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Legal Studies
Year 10 General

Course Outline

Unit 1: Case Files – Landmark Rulings That Changed Australian Law
In Unit 1, students explore key concepts and principles that form the foundation of the Australian legal system. They investigate the High Court's pivotal role in shaping justice by delving into landmark cases that have transformed Australian law and left a lasting impact on our nation.
Assessment: Examination – short response to stimulus (600–800 words, comprising 50–150 words per item)

Unit 2: From Brisbane to Beijing – Youth Justice in Different Cultures
In Unit 2, students explore the values that underpin systems of government in Australia and Asia. They will compare how different cultures and legal systems treat juveniles, as well as investigate how these countries tackle contemporary issues such as youth crime.
Assessment: Investigation – Inquiry report (600-800 words)

Unit 3: Common Ground – Awareness and Action in a Cohesive Society
In Unit 3, students explore the challenges of maintaining a resilient democracy and cohesive society in Australia. They also look at ways to influence legal change through civic participation and explore contemporary issues facing our society.
Assessment: Examination – extended response to stimulus (600–800 words, comprising 300–400 words per item)

Unit 4: Justice for All – Australia's Role in Upholding Human Rights
In Unit 4, students explore Australia's response to human rights issues both at home and abroad. They will also discover what Australia's international legal obligations are and how the government's roles and responsibilities shape domestic law and policy.
Assessment: Investigation – Analytical essay (600-800 words)

Entry requirements
C in Year 9 English

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Legal Studies
General Senior Subject – Year 11 and 12 General

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

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence.

With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations.

Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness.

Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • Comprehend legal concepts, principles and processes. • Select legal information from sources. • Analyse legal issues. • Evaluate legal situations. • Create responses that communicate meaning to suit the intended purpose.

Course Structure

Unit 1	Unit 2
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	Balance of probabilities • Civil law foundations • Contractual obligations • Negligence and the duty of care
Unit 3	**Unit 4**
Law, governance and change • Governance in Australia • Law reform within a dynamic society	Human rights in legal contexts • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Contact Person

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Tourism
Year 10 Applied

Travel and tourism is a major growth industry locally, nationally and internationally. The study of a vocation in this area is dependent on front line customer contact and successful interaction with the public face to face and online. This subject aims to develop confidence in students to be prepared to undertake these customer relationships through activities provided in a safe and supportive class environment.

Course Outline

Unit 1: Promoting Local Travel and Tourism

In Unit 1, students consider the types of tourism, the reasons for travel and why people choose destinations. They also consider the 'push' and 'pull' factors that influence both the choice of destination and the travel itinerary.

Students explore travel logistics and what is required when planning to travel to a local destination. To gain a deep understanding of travel requirements, students create a traveller information package that includes timing and costs, travel and accommodation details, tour and attraction experience, and insurance, safety and/or health advice, relevant to the chosen local destination for a client. Students consolidate their learning by sharing their findings in class.

Assessment: Investigation - Multimodal presentation (Written Response 600-800 words; Spoken/signed response 3-4 minutes)

Unit 2: The Impact of Local Travel and Tourism

In Unit 2, students continue to consider the types of tourism, the reasons for travel and why people choose destinations focusing on the 'push' and 'pull' factors that influence both the choice of destination and the travel itinerary.

Students consider the impacts of tourism on a specific local destination. Impacts can be both positive and negative and result in both challenges and opportunities. Through an in-depth study of this popular local tourist destination, students investigate the impacts of tourism on that place.

Assessment: Investigation - Written Report (600-800 words)

Unit 3: Promoting Interstate Travel and Tourism

In Unit 3, students continue to consider the types of tourism, the reasons for travel and why people choose destinations. They also consider the 'push' and 'pull' factors that influence both the choice of destination and the travel itinerary in an international context.

Students gain understanding and are able to explore travel logistics of what is required when planning to travel to an interstate destination. Students then create a traveler information package that includes timing and costs, travel and accommodation details, tour and attraction experience, and insurance, safety and/or health advice, relevant to the selected interstate destination for a client.

Assessment: Investigation - Multimodal presentation (Written Response 600-800 words; Spoken/signed response 3-4 minutes)

Unit 4: The Impact of Interstate Travel and Tourism

In Unit 4, students continue to consider the types of tourism, the reasons for travel and why people choose destinations focusing on the 'push' and 'pull' factors that influence both the choice of destination and the travel itinerary.

Students also consider the impacts of tourism on a specific destination. Impacts can be both positive and negative and result in both challenges and opportunities. Students choose a popular interstate tourist destination and investigate the impacts of tourism for that place.

Assessment: Investigation - Written Report (600-800 words)

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Tourism
Applied Senior Subject Year 11 and 12 Applied

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

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

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

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

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

Pathways	Objectives
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.	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.

Course 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
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: ▪ Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media ▪ Spoken: up to 7 minutes, or signed equivalent ▪ Written: up to 1000 words
Project	Students develop a traveler information package for an international tourism destination.	**Product** One of the following: ▪ Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media ▪ Spoken: up to 3 minutes, or signed equivalent ▪ Written: up to 500 words ▪ **Evaluation** ▪ One of the following: ▪ Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media ▪ Spoken: up to 3 minutes, or signed equivalent ▪ Written: up to 500 words

Contact Person

Mr Zach Dobeli
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Design
Year 10 General

Course Outline

Unit 1: Problem Solving
In Unit 1, students learn about and experience design thinking and problem-solving processes to produce design solutions in response to identified needs and wants.
Students are introduced to fundamentals of the design process, using critical and creative thinking to engage with the explore and develop phase of the design process. In the development phase, students respond to a range of design problems, applying divergent thinking strategies to communicate and represent ideas through sketching and low-fidelity prototyping skills.
Assessment: Examination – response to stimulus (90 minutes)

Unit 2: Branding Identity
In Unit 2, students learn about and experience design thinking to develop understanding of branding and identity. Students engage with and develop phases of design thinking, understanding the influence of stakeholders and how to build a brand identify in response to opportunities, needs and wants of an audience. Students use divergent thinking skills to sketch and design clothing and fashion design solutions in response to identified opportunities in the explore phase.
Assessment: Project (written – 400-600words; graphical representations with annotations – 6-8 A3 pages)

Unit 3 and 4: Empathy
In Unit 3 and 4, students learn about and experience design in the context of empathy. Students explore design problems by analysing stakeholder needs and wants, applying empathy frameworks to define problems, describe design problems and devise design criteria.

In the development phase, students respond to open-ended design problems, and develop products, services and environments as solutions. They devise ideas and use communication and representation skills to evaluate, refine and propose a design solution in response to stakeholders.
Assessment: Project (written – 400-600words; graphical representations with annotations – 6-8 A3 pages)

Entry requirements

C in Year 9 English

Contact Person

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Design
General Senior Subject Year 11 and 12 General

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design.

They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low- fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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.

Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • describe design problems and design criteria • represent ideas, design concepts and design information using visual representation skills • analyse needs, wants and opportunities using data • devise ideas in response to design problems • evaluate ideas to make refinements • propose design concepts in response to design problems • make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Course Structure

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

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): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

Contact Person

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***Subject to change based on resources and staffing without notice.**

Building and Construction Skills
Year 10 Applied

Unit 1: Concrete Paver
In Unit 1, students demonstrate building and construction fundamental ways of working. They use tools and equipment safely to produce a concrete paver (including formwork) to specifications that detail the expected quality standards of the completed structure.

Students interpret drawings and technical information and select industry practices, and production skills and procedures.
Assessment: Project - Practical (Concrete paver) and Multimodal (8 slides)

Unit 2: Mosaic Board
In unit 2, students demonstrate building and construction fundamental ways of working. They use tools and equipment safely to produce a mosaic board to specifications that detail the expected quality standards of the completed structure.

Students interpret drawings and technical information, sequence production processes and evaluate production skills and procedures, and structures.
Assessment: Project - Practical (Mosaic Board) and Multimodal (7 slides)

Unit 3: Smoko Stool
In unit 3, students demonstrate building and construction fundamental ways of working. They use tools and equipment safely to produce a smoko stool to specifications that detail the expected quality standards of the completed structure.

Students interpret drawings and technical information, select industry practices, and production skills and procedures and adapt construction plans, and production skills and procedures.
Assessment: Project - Practical (Smoko Stool) and Multimodal (9 slides)

Unit 4: Plaster Repair
In unit 4, students demonstrate building and construction fundamental ways of working. They use tools and equipment safely to produce a plaster repair to specifications that detail the expected quality standards of the completed structure.

Students interpret drawings and technical information, sequence production processes and evaluate production skills and procedures, and structures.
Assessment: Project - Practical (Plaster repair) and Multimodal (7 slides)

Entry Requirements

Due to the practical nature of the course, students must have Steel capped black work boots.

Contact Person
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Building and Construction Skills
Applied Senior Subject – Year 11 and 12 Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures.

The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials.

Production processes combine the production skills and procedures required to construct structures.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 high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment.

They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways	Objectives
A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.	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 structures • adapt plans, skills and procedures.

Structure

Building & Construction Skills is a four-unit course of study.

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry

Assessment

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

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

Contact Person

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***Subject to change based on resources and staffing without notice.**

Furnishing Skills
Year 10 Applied

Course Outline

Unit 1: Naughts and Crosses Board
In unit 1, students demonstrate furnishing fundamental ways of working. They use tools, machinery and equipment safely to produce a naughts and crosses board to specifications that detail the expected quality standards of the final product.

Students interpret drawings and technical information and select industry practices, and production skills and procedures.
Assessment: Project - Practical (Naughts and Crosses Board) and Multimodal (8 slides)

Unit 2: Storage Box
In unit 2, students demonstrate furnishing fundamental ways of working. They use tools, machinery and equipment safely to produce a storage box to specifications that detail the expected quality standards of the final product.

Students interpret drawings and technical information, sequence production processes and evaluate production skills and procedures, and products.
Assessment: Project - Practical (Storage box) and Multimodal (7 slides)

Unit 3: Timber Serving Tray
In unit 3, students demonstrate furnishing fundamental ways of working. They use tools, machinery and equipment safely to produce a timber serving tray to specifications that detail the expected quality standards of the final product.

Students interpret drawings and technical information, select industry practices, and production skills and procedures and adapt production plans, skills and procedures.
Assessment: Project - Practical (Timber serving tray) and Multimodal (9 slides)

Unit 4: Trinket Box
In unit 4, students demonstrate furnishing fundamental ways of working. They use tools, machinery and equipment safely to produce a trinket box to specifications that detail the expected quality standards of the final product.

Students interpret drawings and technical information, sequence production processes and evaluate production skills and procedures, and products.
Assessment: Project - Practical (Trinket box) and Multimodal (7 slides)

Entry Requirements

Due to the practical nature of the course, students must have Steel capped black work boots.

Levy
$75 per year which is charged at the beginning of each year and is non-refundable.

Contact Person
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Furnishing Skills
Applied Senior Subject - Year 11 and 12 Applied

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

Australia has strong manufacturing industries that continue to provide employment opportunities.

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries.

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

Pathways	Objectives
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.	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.

Course Structure

Furnishing Skills is a four-unit course of study. The units that will be offered are below.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing

Unit option D	Production in the domestic furniture industry

Assessment

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

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

Contact Person

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***Subject to change based on resources and staffing without notice**

Industrial Technology Skills
Year 10 Applied

Course Outline

Unit 1: Metal Tool Box
In unit 1, students demonstrate engineering fundamental ways of working. They use tools and equipment safely to produce a metal tool box to specifications that detail the expected quality standards of the final product.

Students interpret drawings and technical information and select industry practices, and production skills and procedures.
Assessment: Project - Practical (Metal tool box) and Multimodal (8 slides)

Unit 2: Letter Box
In unit 2, students demonstrate furnishing fundamental ways of working. They use tools and equipment safely to produce a letter box to specifications that detail the expected quality standards of the final product. Students interpret drawings and technical information, sequence production processes and evaluate production skills and procedures, and products.
Assessment: Project - Practical (Letter box) and Multimodal (7 slides)

Unit 3: Folding Shovel
In unit 3, students demonstrate engineering fundamental ways of working. They use tools and equipment safely to produce a folding shovel to specifications that detail the expected quality standards of the final product.

Students interpret drawings and technical information, select industry practices, and production skills and procedures and sequence production processes.
Assessment: Project - Practical (Folding shovel) and Multimodal (9 slides)

Unit 4: Sketch Up
In unit 4, students demonstrate industrial graphics fundamental ways of working. They use knowledge of drafting industry practices and production processes to reproduce, modify, analyse and/or optimise designs using 3D solid modelling software.

Students interpret client briefs and technical information, evaluate production skills and procedures, drawings and CAD models and adapt production plans, skills and procedures.
Assessment: Project - Practical (3D CAD Model) and Multimodal (7 slides)

Entry Requirements
Due to the practical nature of the course, students must have Steel capped black work boots.

Levy
$75 per year which is charged at the beginning of each year and is non-refundable.

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Industrial Technology Skills
Applied Senior Subject - Year 11 and 12 Applied

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector 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 of the core learning 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 supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, 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	Objectives
A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.	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, procedures and products • adapt plans, skills and procedures.

Course Structure

Industrial Technology Skills is a four-unit course of study. The units that will be offered are below.

Unit option	Unit title
Unit option A	Engineering: Fitting and Machining
Unit option E	Construction in the commercial building industry
Unit option C	Engineering: Sheet Metal Working
Unit option	Industrial Graphics: Computer Aided Drafting

Assessment

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

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

Contact Person

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***Subject to change based on resources and staffing without notice.**

Physical Education
Year 10 General

Course Outline

Unit 1: Culture in Sport
In Unit 1, students examine the role that sport has had on influencing various cultures and the impact that culture has had on establishing a sporting identity in Australia. They critique behaviour and contextual factors that influence participation in physical activity and changing cultural identity. Practically, students demonstrate the movement skills and strategies while participating in AFL/Rugby League/Volleyball/Football. Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse and synthesise primary data and secondary data about access, equity and engagement in a physical activity context. Students examine the role physical activity has played historically in defining cultures and cultural identities. Practically, they apply and transfer movement concepts and strategies to new and challenging movement situations. Students apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Assessment: Investigation – written report (600-800 words)
Practical - Observed by teacher during class time over a series of lessons

Unit 2: Sports Psychology
In Unit 2, students assess the impact of mental fitness on optimal sport performance and motivation. Students explore sport psychology concepts, and examine and demonstrate psychological strategies to strengthen mental fitness, including, self-confidence, routines, relaxation, visualisation/rehearsal and positive self-talk.
Assessment: Investigation – written report (600-800 words)
Practical - Observed by teacher during class time over a series of lessons

Unit 3: Biomechanics
In Unit 3, students develop a basic understanding of the ways in which human movement is analysed from a biomechanical perspective to help improve skill performance. Students understand the biomechanical principles of human movement, measure and analyse human movement and apply the principles to evaluate their own and others' performances and make recommendations on how their performance can be improved with biomechanical concepts.
Assessment: Project – Multimodal (3-4 minutes)
Practical - Observed by teacher during class time over a series of lessons

Unit 4: Energy Systems and training principles
In Unit 4, students develop and demonstrate skills and strategies to solve the tactical problems of offence, defence, skill selection and teamwork. They apply basic knowledge of energy systems to assist in improving the skills and strategies required. Students evaluate their own and others' skills and strategies to improve performance in touch. The explore training principles that will be required to improve their performance.
Assessment: Examination (up to 600 words, comprising of 50-100 words per short response item and 200-300 words per extended response item)
Practical - Observed by teacher during class time over a series of lessons

Entry Requirements
C English in Year 9

Contact Person
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Physical Education
General Senior Subject – Year 11 and 12 General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways	Objectives
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.	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.

Course Structure

Unit 1	**Motor learning, functional anatomy and biomechanics in physical activity** • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity
Unit 2	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers
Unit 3	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity
Unit 4	**Energy, fitness and training in physical activity** Energy, fitness and training integrated in physical activity

Assessment

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

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

Summative assessments

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

Contact Person

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Sport and Recreation
Academy - Volleyball, Rugby or Soccer
Year 10 Applied

Course Outline

Unit 1: Coaching and Officiating
In Unit 1, students plan and make decisions about the methods of coaching and officiating to enhance and manage their relationships. Students demonstrate and refine purposeful actions and strategies that establish and maintain respectful relationships in the context of coaching and officiating, including assertive behaviours, conflict resolution and negotiation, to enhance outcomes of all participants.

They evaluate the effectiveness and consolidation of coaching and officiating methods, including leadership, teamwork, and collaborative skills.
Assessment: Performance – Practical (including interview)

Unit 2: Health and Wellbeing in the Wider Community
In Unit 2, students investigate factors and strategies, including barriers and enablers, that affect the wider community's participation in sport and recreation. Students plan a course of action to enhance outcomes for the wider community.

They demonstrate purposeful actions and strategies that promote health outcomes. Students monitor and evaluate their strategies and recommendations to enhance health outcomes for the wider community.
Assessment: Investigation – Multimodal (600-800 words; 3-4 minutes)

Unit 3: First Aid
In Unit 3, students identify and assess risky and challenging situations for themselves and others. They investigate first aid scenarios and are required to propose, justify and demonstrate the correct response.
Assessment: Investigation – Multimodal response to scenario

Unit 4: Optimising Performance
In Unit 4, students describe basic training principles (e.g. specificity, overload, progression, reversibility), and explain how various training methods (e.g. circuit training, cross-training, strength training, fartlek training, interval training) can be used to enhance individual health-related fitness or athletic performance
Assessment: Examination (60 minutes; short responses of 50-100 words, totalling up to 600 words)

Levy
Sport and Recreation – Academy – $150 + $50 (officiating course) plus uniform (if did not purchase a 2024 uniform) = $200 plus uniform

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Sport and Recreation
Academy - Volleyball, Rugby or Soccer
Applied Senior Subject - Year 11 and 12 Applied

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

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

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

Active participation in sport and recreation activities is central to the learning in Sport & Recreation.

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

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

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

Pathways	Objectives
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.	By the conclusion of the course of study, students should: • Investigate activities and strategies to enhance outcomes • plan activities and strategies to enhance outcomes • perform activities and strategies to enhance outcomes • evaluate activities and strategies to enhance outcomes.

If you choose Sport and Recreation on Line 3, this progresses to Cert III Fitness in Year 11 and 12. This course has a fee of approximately $550 in Year 11.

If you choose Sport and Recreation on Line 4 or 5, this progresses to Sport and Recreation Academy sports in Year 11 and 12.

Course Structure

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

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Contact Person

Brendan Rayner
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Sport Year 10

Co- curricular subject

All students are involved in the school sport program as it:

- provides time for regular physical activity, which is an important lifelong habit
- allows school teams to be chosen for inter-school carnivals
- provides opportunities to interact with other students from other schools
- builds team work, communication and decision-making skills.

At Beaudesert SHS we aim to provide:

- A wide range of sporting options in both a competitive and recreational environment
- Time to improve their student's physical skills
- Practical situations for students to develop team skills, resolve conflict, set goals and develop problem solving strategies
- Encouragement for students to realise the health benefits of regular physical activity and fitness
- Opportunity for students who wish to pursue a career in representative sport.

Sport in the school is offered through extracurricular inter-school competition. Year 11 students are not required to stay at school for period 4 sports unless students are enrolled in the Academy program. This period 4 class is used a compulsory coaching session.

Course outline

Interhouse - Inter-house carnivals are conducted in Swimming (February), Cross Country (May) and Athletics (August) and all students in the school are required to participate. Students are placed in a house according to their surname - Cunningham (A-D), Fraser (E-K), Kennedy (L-Q), Leichhardt (R-Z) and from these carnivals students are chosen to represent the school in the district (Pacific), regional (South Coast) and State titles.

Interschool Sports Available - Three seasons will be conducted for interschool sport. Each season will involve two full round robin days against other schools**.**

BOYS:
Basketball
Rugby League
Volleyball
Soccer
Touch Football

GIRLS:
Netball
Rugby League
Soccer
Touch Football
Volleyball

Basketball District premiers will progress to compete at the Gold Coast finals.

Knockout Competitions

The school participates in various interschool competitions, both carnival and knock out style. Teams are normally nominated in rugby league, rugby union, AFL, soccer, netball, cricket, futsal and touch. You will need to check with coaches to see if Year 11 students have the opportunity to be represented.

Representative Sports

All students are eligible to represent their District, Region or State at their chosen sport and these students are selected at the various competitions conducted by each sport throughout the year. Pacific and South Coast sports days are held in term one, two and three and from these days the representative teams to participate in the State titles are selected.

Contact Person

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Year 10-12 Certificate III in Fitness (Line 3)

SIS30315 VET Course

Binnacle Training 2025 Course Snapshot

2025 EDITION

SIS30321 CERTIFICATE III IN FITNESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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).

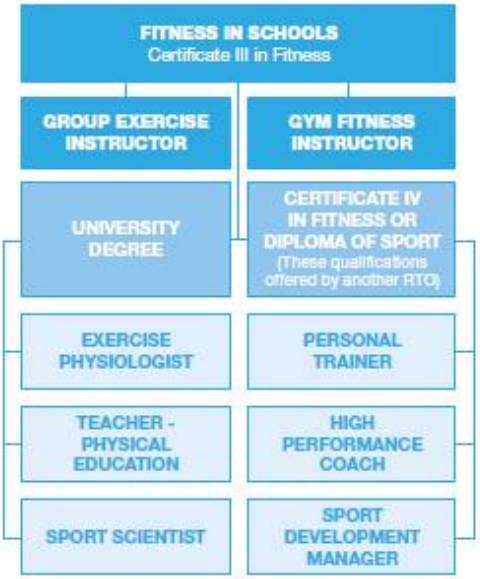
Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS | **PRACTICAL-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and 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 and to identify support measures as required.

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs **PROGRAMS** › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions
TERM 3	**TOPICS** › Working in the SFR Industry › Providing Quality Service in the SFR Industry **PROGRAMS** › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Cardio Program: Plan and Deliver a Cardio Program
TERM 4	**TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
TERM 5	**TOPICS** › Anatomy and Physiology › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients › Older Clients **PROGRAMS** › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions
TERM 7	**TOPICS** › Older Clients › Specific Populations **PROGRAMS** Group Exercise and Gym-based One-on-One Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

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
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
SISCCS004	Provide quality service	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		

Please note this 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Contact Person - Brendan Rayner
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Levy

Approx. $550 fee which is charged at the beginning of each year and is non-refundable

Hospitality
Year 10 General

Course Outline

Unit 1: Food as a Gift
In Unit 1, students explore the nutritional requirements of specific groups through the context of suitability of food choice.
Students interpret briefs using practices, skills and processes to an industry standard. They evaluate design briefs and make adjustments to production plans when necessary.
Assessment: Project – Written (short and extended responses, 400-600 words) and Practical (4 lessons production and implementation)

Unit 2: Let's Takeaway
In Unit 2, students explore the takeaway industry through the context of suitability of product choice and packaging methods.
Students interpret briefs using practices, skills and processes to an industry standard. They evaluate design briefs and make adjustments to production plans when necessary.
Assessment: Project – Written (short and extended responses, 400-600 words) and Practical (4 lessons production and implementation

Unit 3: Cultural Cuisines
In Unit 3, students explore multicultural cuisines and how adaptions have been made to suit the Australian culture.
Students interpret briefs using practices, skills and processes to an industry standard. They evaluate design briefs and make adjustments to production plans when necessary.
Assessment: Project – Written (short and extended responses, 400- 600 words) and Practical (4 lessons production and implementation

Unit 4: Let's Entertain!
In Unit 4, students explore principles of menu planning to plan produce and conduct a variety of events.
Students interpret briefs using practices, skills and processes to an industry standard. They evaluate design briefs and make adjustments to production plans when necessary.
Assessment: Project – Written (short and extended responses, 400- 600 words) and Practical (4 lessons production and implementation

Levy
Year 10 - $75 which is charged at the beginning of the year and is non-refundable.
Year 11 and 12 –

SIT20322 Certificate II in Hospitality	$500 per student	**Fee-for-service delivery only.** This rate applies under a Service Level Agreement (SLA) with schools. It is not linked to QLD SAS Career Ready funding (Funding is subject to DTET approval). Further information will be provided once funding outcomes are confirmed.

Contact Person
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Cert II in Hospitality
SIT20322 VET Course

<table>
<tr><td>RTO Details</td><td>Blueprint Career Development
RTO - 30978</td></tr>
<tr><td>Qualification</td><td>SIT20322 Certificate II in Hospitality</td></tr>
<tr><td>Course length</td><td>18 months.</td></tr>
<tr><td>Pre-requisites</td><td>There are no pre-requisites for this qualification.</td></tr>
<tr><td>Cost</td><td>If fee for service delivery cost is approx. $500
Excursions and hospitality experience may be subsidised through the operation of events and functions.</td></tr>
<tr><td>Course Outline</td><td>SIT20322 Certificate II in Hospitality: 12 units must be completed.
(7 core units and 5 elective units)

<table>
<tr><th>Core/Mandatory Units</th><th>Elective Units</th></tr>
<tr><td>SITXWHS005 Participate in safe work practices</td><td>SITHFAB021 Provide responsible service of alcohol</td></tr>
<tr><td>SITXFSA005 Use hygienic practices for food safety</td><td>SITHGAM022 Provide responsible gambling services</td></tr>
<tr><td>BSBTWK201 Work effectively with others</td><td>SITHFAB025 Prepare and serve espresso coffee</td></tr>
<tr><td>SITXCOM007 Show social and cultural sensitivity</td><td>SITHFAB024 Prepare and serve non-alcoholic beverages</td></tr>
<tr><td>SITHIND006 Source and use information on the hospitality industry</td><td>BSBPEF101 Plan and prepare for work readiness</td></tr>
<tr><td>SITXCCS011 Interact with customers</td><td></td></tr>
<tr><td>SITHIND007 Use hospitality skills effectively</td><td></td></tr>
</table></td></tr>
<tr><td>Reason to study Hospitality</td><td>Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry.
This course includes SITHFAB021 Provide responsible service of alcohol (RSA) and SITHGAM022 Provide responsible gambling services (RSG) which can help you gain employment.
QCE points: Successful completion of the Certificate II in Hospitality contributes four (4) credits towards QCE points</td></tr>
</table>

Assessments	Assessment will be competency based and clustered units may be part of the assessment to reflect real work scenarios and activities. Students will participate in a variety of assessment tasks which may include observation with check lists, product resulting from an activity, questioning (written, oral or portfolio), and reports from workplace supervisor. Assessment may be conducted at the school using a simulated work environment. Functions will occur and at times, these may occur out of class time.
Career pathways and further studies	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. Career Pathways include café attendant, catering assistant, food and beverage attendant, apprentice chef. Further study could occur in Certificate III in Hospitality (SIT30616), Certificate III in Commercial Cookery (SIT30821)
Work Placement	Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Shifts that need to be done at local venues, some during school hours and some outside school hours. You may be on vocational placement during any part of this semester as approved by the school.
Hospitality experience	The Hospitality Experience has been developed to give year 12 students the opportunity to develop a deeper understanding of the hospitality industry with real hands-on exposure to front and back of house operations. Students will complete 4 shifts of 3 – 4 hours in selected departments of the hotel eg. Kitchen, restaurant, housekeeping, concierge and learn the operation of other departments and sections of the hospitality industry.
Clothing requirements	Black long pants and black polishable closed -in footwear

Levy

SIT20322 Certificate II in Hospitality	$500 per student	**Fee-for-service delivery only.** This rate applies under a Service Level Agreement (SLA) with schools. It is not linked to QLD SAS Career Ready funding (Funding is subject to DTET approval). Further information will be provided once funding outcomes are confirmed.

Contact Person

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Early Childhood Studies
Year 10 Applied

Course Outline

Unit 1: Fundamentals of Early Childhood Practices
In Unit 1, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of nurturing optimum childhood development. They learn about practices to support children's wellbeing, and plan and evaluate healthy meal options to support the development of children in the early years.
Assessment: Project – Multimodal (600-800 words)

Unit 2: Understanding the Early Childhood Industry
In Unit 2, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of the Early Childhood industry (Childcare and Kindergarten). They learn about the policies and frameworks that are in place to guide early childhood education and care sector service providers. Students evaluate the use of policies and frameworks across the Early Childhood industries.
Assessment: Investigation – Multimodal (600-800 words)

Unit 3: The Early Childhood Educator
In Unit 3, students explore the fundamentals of early childhood and the practices of early childhood in the context of the educator's role. Students learn how educators facilitate play, foster a safe and supportive environment and the collate evidence of child learning.
Assessment: Project – Multimodal (400-800 words)

Unit 4: Supporting Child Development
In Unit 4, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's development (PIES). They learn about practices to support children's development. Students plan and implement active play-based learning activities to support the individual needs of children in early childhood (gross motor). They evaluate the effectiveness of active play-based learning activities.
Assessment: Investigation – Multimodal (600-800 words)

Entry Requirements

- Students will be required on occasion to use their breaks to complete practical assessment e.g. – a play group or visits to local kindergartens.
- Enjoy interacting with children aged up to 5 years.

Contact Person

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Early Childhood Studies
Applied senior subject – Year 11 and 12 Applied

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

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

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables

students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

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

Pathways	Objectives
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.	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

Course 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. In Senior students will study the following:

Unit option	Unit title
Unit option C	Children's Development
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option E	Indoor and outdoor environments

Assessment

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

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

Contact Person

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Biology
Year 10 General

Course Outline

Unit 1: Earth's Energy Systems
In Unit 1, students explore how energy drives the Earth's systems and investigate the flow of energy and matter within and between Earth's spheres.
Students use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change. They analyse and synthesise data about the Earth's systems and develop evidence-based explanations for phenomena.
Assessment: Examination – Data test, (60 minutes; combination of short and extended responses totalling up to 400 words)

Unit 2: Plant Systems
In Unit 2, students explore the structure and function of plants and analyse how plants facilitate the efficient provision and removal of materials. They investigate the outcomes of photosynthesis productivity, and link this to the structure and function of plants.
Students develop an understanding of plants directly related to the exchange of gases and absorption of nutrients. They analyse and synthesise data from plant systems and develop evidence-based explanations for plant phenomenon.
Assessment: Experimental Investigation - Written Scientific Report (600 – 800 words)

Unit 3: Stem Cells
In Unit 3, students explore the ways biology is used to describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment.
Students investigate stem cell research and explore the ethical conditions that apply to the use of living organisms in research. They appreciate the use and influence of scientific evidence to make decisions or to contribute to public debate about a claim.
Assessment: Investigation – Research Report (600-800 words)

Unit 4: Heredity and Evolution
In Unit 4, students explore the processes that underpin heredity and evolution. They examine different patterns of inheritance and the evidence supporting the theory of evolution by natural selection.
Students understand that the transmission of heritable characteristics from one generation to the next involves DNA and genes. They examine the evolutionary feedback mechanisms that ensure the continuity of life. Students construct arguments based on the analysis of a variety of evidence to support conclusions or evaluate claims.
Assessment: Examination (90 minutes; combination of short and extended responses totalling up to 400 words)

Entry Requirements
C in Science and English in Year 9

Contact Person
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Biology
General Year 11 and 12 — General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.
Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • describe ideas and findings • apply understanding • analyse data • interpret evidence • evaluate conclusions, claims and processes • investigate phenomena.

Course Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Entry Requirements

B in Science, Maths and English in Year 9

Contact Person

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Chemistry
Year 10 General

Course Outline

Unit 1: Periodic Table and Properties of Elements
In Unit 1, students explore chemical theories and the evidence that surrounds the formation of these theories. They explore the structure and function of elements and relate this to their positioning on the periodic table and how the periodic table can be used to investigate relationships between elements. Students analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They construct arguments based on analysis of a variety of evidence to support conclusions.
Assessment: Examination (60 minutes; combination of short and extended response totalling up to 400 words)

Unit 2: Chemical Theories
In Unit 2, students explore chemical theories and the evidence that surrounds the formation of these theories. They develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models regarding the physical and chemical properties of materials.
Students write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including the selection of appropriate content, language and text features, using digital tools as appropriate. They assess the validity and reproducibility of methods and evaluate the validity of conclusions and claims, including by identifying assumptions, conflicting evidence and areas of uncertainty.
Assessment: Investigation - Research Report (600-800 words)

Unit 3: Experimenting with Chemical Theories
In Unit 3, students explore chemical theories and the evidence that surrounds the formation of these theories. Students identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates.
Students plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments. They select and construct appropriate representations, including tables, graphs and mathematical relationships, to organise and process data. Students analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies
Assessment: Experimental Investigation – Scientific Report (600-800 words)

Unit 4: Application of Chemical Theories
In Unit 4, students apply the knowledge of chemical theories in order to make predictions about the products of chemical reactions in terms of the composition and moles of matter. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions.
Students construct arguments based on the analysis of a variety of evidence to support conclusions or evaluate claims. They analyse and interpret a variety of data and information to identify and explain patterns, trends and relationships.
Assessment: Examination (90 minutes; combination of short and extended responses totalling up to 400 words)

Entry Requirements
B in Science, Maths and English in Year 9

Contact Person
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Chemistry
General senior subject- Year 11 and 12 General

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever- changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature

Pathways	Objectives
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.	By the conclusion of the course of study, students will: • describe ideas and findings • apply understanding • analyse data • interpret evidence • evaluate conclusions, claims and processes • investigate phenomena.

Course Structure

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

Assessment

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

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

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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Contact Person

Mr Keith Tyrrell
Head of Department - Science
ktyrr9@eq.edu.au

Physics
Year 10 General

Course Outline

Unit 1: Linear Motion
In Unit 1, students explore Physics and develop an understanding of how linear motion can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of displacement, velocity, acceleration and time data. They understand that motion can be modelled mathematically.
Students develop skills in interpreting, constructing and using a range of algebraic, graphical and symbolic representations to describe, explain and predict linear motion. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They explain that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.
Assessment: Examination (60 minutes; combination of short and extended responses totalling up to 400 words)

Unit 2: Classical Mechanics
In Unit 2, students explore Physics and develop an understanding of how forces and classical mechanics can be used to describe, explain and predict a wide range of phenomena. Students examine the relationships between force for interactions in one dimension. They understand that forces can be modelled mathematically.

Students develop skills in interpreting, constructing and using a range of algebraic, graphical and symbolic representations to describe, explain and predict forces. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They explain that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.
Assessment: Investigation – Research report (600-800 words)

Unit 3 and 4: Energy and Work
In Unit 3, students explore Physics and develop an understanding of how work and energy can be used to describe, explain and predict a wide range of phenomena. Students examine the relationships between work and energy for interactions in one dimension. They understand that work and energy can be modelled mathematically.
Students develop skills in interpreting, constructing and using a range of algebraic, graphical and symbolic representations to describe, explain and predict work and energy. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They explain that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.
Assessment Unit 3: Experimental Investigation – Scientific Report (600-800 words
Assessment Unit 4: Examination (90 minutes) – combination of short and extended responses totalling up to 400 words

Entry Requirements
A/B in Science, Maths and English in Year 9

Contact Person
Mr Keith Tyrrell
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Physics
General senior subject - Year 11 and 12 General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects.

Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways	Objectives
A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.	By the conclusion of the course of study, students will: • describe ideas and findings • apply understanding • analyse data • interpret evidence • evaluate conclusions, claims and processes investigate phenomena.

Course Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td></td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
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Contact Person

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Science in Practice
Year 10 Applied

Course Outline

Unit 1: Stay in Your Lane - The Science of Safe and Smart Driving

In Unit 1, students explore vehicle safety and aerodynamics by investigating the scientific concepts of energy, forces, and motion.

Students demonstrate an understanding of energy types, transformations, and the laws of motion, including inertia and action-reaction forces in vehicle accidents. They analyse how aerodynamic design affects vehicle performance and safety features such as crumple zones, airbags, and braking systems. Students apply their understanding to design and modify vehicle models, aiming to improve safety and efficiency. They plan and conduct experiments, evaluate data from crash simulations and aerodynamic tests, and assess the effectiveness of various vehicle designs in real-world scenarios.

Assessment: Investigation Report (600-800 words)

Unit 2: The Green Road Ahead - The Future of Sustainable Transport

In Unit 2, students explore sustainable transportation by investigating the scientific concepts of energy efficiency, emissions, and renewable energy sources.

Students demonstrate an understanding of how different transport methods impact the environment and analyse the effectiveness of various green technologies. They apply their knowledge to design innovative, emission-reducing transport solutions and examine how urban planning can promote sustainable practices. Students evaluate the impact of sustainable transport options on energy consumption and environmental health. They plan and create a model for a green transport system, analyse data from primary and secondary sources, and propose solutions to improve the sustainability of transportation systems.

Assessment: Experimental investigation – Practical and written (600-800 words)

Unit 3: Water quality and its importance

In Unit 3, students investigate the flow of matter, energy and water through an urban developed system and the role of microbes in water purification e.g. in sewage treatment (trickle filter, anaerobic digestor, sludge ponds).

Students will examine examples of monitoring strategies using physical, chemical and biological indicators. They make conclusions about the importance of water quality and quantity, the causes, effects and consequences of water pollution, and water scarcity in the local environment and how water is a fundamental condition of life.

Assessment: Applied Investigation – Research report (600-800 words)

Unit 4: From Earth to Mars

In Unit 4, students investigate the types of ecosystems and the influence, interaction and relationship between abiotic and biotic factors that can be transferred from Earth to Mars to sustain human life.

Students analyse and interpret the management of numbers for sustainability including food pyramids and food webs on planet earth as well as a Martian colony and how biological control is needed to sustain life on Mars. They plan modifications of environmental conditions to comment on the changes to food preservation and spoilage for long-term travel and survival.

Assessment: Experimental investigation – Practical and written (600-800 words)

Contact Person

Mr Keith Tyrrell -
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Science in Practice
Applied senior subject - Year 11 and 12 Applied

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

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

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce 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 scientific contexts.

By studying Science in Practice, 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 scientific situations

Pathways	Objectives
A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.	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.

Course Structure

Science in Practice 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	**Consumer Science**
Unit Option B	Ecology
Unit Option C	Forensic Science
Unit Option D	Disease
Unit Option E	Sustainablilty
Unit Option F	Transport

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Contact Person

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Agricultural Science
Year 10 General

Course Outline

During Semester 1, students will be studying externally through USQ (University Southern Queensland), Toowoomba Campus. Students will receive 2 QCE points following successful completion and be eligible for possible early entry into relevant courses at USQ (**if all entry requirements have been met).

Unit 1 and 2: Animal Health, Welfare and Behaviour

In Unit 1 and 2, students explore the fundamentals of animal health, welfare and behaviour to maintain efficiencies in agricultural systems. Knowledge of livestock welfare, sources of animal stress and disease causes and controls affect farm productivity, product quality and farm safety. Societal expectations of animal treatment are now impacting directly on agricultural market access. The welfare of both native and feral animals is vital to controlling disease in production landscapes as well as ensuring their continued sustainability.

This course examines key aspects of livestock health, welfare and behaviour, considering their impacts on productivity, product quality, farm safety and animal ethics. Historical and current approaches to animal welfare are evaluated. The impacts of farming environments on animal stress are considered. The diagnosis and control of diseases in livestock and wild animals are explored in detail.

Assessment: Assessment through USQ – 2xExamination (quiz), Written Literature Review and Extended written response (Report)

Unit 3 and 4: Agricultural Production Systems

In Unit 3 and 4, students explore the ways agricultural science describes and explains agricultural systems through an understanding of anatomy and physiology, and the interactions of the range of components of larger, interconnected agricultural systems. Agricultural Production systems is an interdisciplinary science unit providing opportunities for students to apply science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students investigate phenomena associated with the growth and development of agricultural plants and animals. They examine and analyse evidence generated by plant and animal systems, enterprises, industries and organisations. Students develop skills in investigating agricultural systems and enterprises. They analyse and interpret evidence to describe and explain the anatomy and physiology of agricultural plants and animals, and how they are components of larger, interconnected agricultural systems.

Assessment Unit 3: Examination – Short response data test (60 minutes; up to 400 words)

Assessment Unit 4: Experimental investigation (600-800 words)

Entry Requirements

- C in English in Year 9
- Students must have access to a laptop

Contact Person

Ms Kate Bandrowski
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Agricultural Science
General senior subject -Year 11 and 12 General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

Pathways	Objectives
A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.	By the conclusion of the course of study, students will: • describe ideas and findings • apply understanding • analyse data • interpret evidence • evaluate conclusions, claims and processes • investigate phenomena.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

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

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

Summative assessments

<table>
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Contact Person

Ms Kate Bandrowski
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Agricultural Practices
Year 10 Applied

Course Outline

Unit 1: Animal Livestock and Handling

In Unit 1, students explore animal industries to produce designed solutions for identified needs or opportunities in their local or regional areas. They work independently and collaboratively to respond to problem solving activities to acknowledge the complex interdependences involved in the development of technologies and animal enterprises.

Students investigate and analyse a variety of design ideas and develop evidence-based explanations to respond to factors to achieve long-term sustainability in animal production industries.

Assessment: Project - Written response including graphical representations with annotations (600-800 words)

Unit 2: Agricultural Equipment and Safety

In Unit 2, students explore systems, production cycles and best practices for health and safety within innovative agricultural practices. They specifically focus on preferred futures, taking into account economic, environmental and social sustainability. Students use critical thinking and innovation with increasing independence and collaboration.

Students analyse, interpret and examine the importance of innovative agricultural practices and consider tools and methods to produce designed solutions for the identified needs of individual, local and global communities.

Assessment: Examination (90 minutes; up to 400 words)

Unit 3: Cropping Technologies

In Unit 3, students explore the different plant industries that are significant in their local and regional areas and consider factors to achieve long-term sustainability. They focus on approaches to sustainable land management and rehabilitation to inform designed solutions for preferred futures.

Students investigate past and present perspectives to use critical and creative thinking to produce designed solutions that respond to environmental, economic and social sustainability. They respond to feedback and evaluate design ideas used to inform designed solutions.

Assessment: Investigation – Multimodal (4-6 A3 pages or equivalent digital media pages that include graphical representations with annotations)

Unit 4: Business and Marketing in Agriculture

In Unit 4, students explore business challenges and opportunities across the food and fibre production chain to cater for the identified needs and opportunities in their local and regional community with a focus on sustainability.

Students plan, execute and evaluate business planning, the effective use of marketing and communication tools. They use strategies such a life cycle thinking, critical thinking and enterprise skills with increasing independence and collaboration to consider the role of strategic business planning and marketing.

Assessment: Investigation – Multimodal (4-6 A3 pages or equivalent digital media pages that include graphical representations with annotations)

Levy

$75 per year which is charged at the beginning of each year and is non-refundable.

Contact Person

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Agricultural Practices

Applied senior subject - Year 11 and Year 12 Applied

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

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

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

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

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

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

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

Course Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

Unit Option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option G	Animal agribusiness

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: •Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media •Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: •Product: 1 •Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Contact Person

Ms Kate Bandrowski
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Engineering Skills (Welding)
Year 10 Applied

Course Outline

Unit 1: Engineering Introduction and Safety

In Unit 1, students will investigate industry standards and fundamental ways of working. They use tools, machinery and equipment safely.

Students explore and engage in a variety of workshop scenarios and develop the requirements to safely engage with the engineering environment.

Assessment: Examination – Short Response (60 minutes; up to 600 words - 100 words per item)

Unit 2: Measuring and Plan Interpretation

In Unit 2, students demonstrate fitting and machining fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints.

Students evaluate, make decisions about and adapt production plans, skills and procedures, and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Assessment: Project (4-6 A3 pages or equivalent digital media pages that may include graphical representations with annotations)

Unit 3: Joint Preparation

In Unit 3, students investigate joint preparation of materials to be manufactured. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings.

Students evaluate, make decisions about and adapt production plans, skills and procedures, and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Assessment: Project (4-6 A3 pages or equivalent digital media pages that may include graphical representations with annotations)

Unit 4: Costing and Purchasing

In Unit 4, students focus on researching the collection and purchasing of resources. They use research, and investigative practices in a particular context, over a period of time.

Assessment: Investigation – Research Report (600-800 words)

Entry Requirements

Due to the practical nature of the course, students must provide their own personal protective equipment.
By the end of the first week of semester, students must have:

- Overalls OR Long sleeve shirt and jeans
- Leather upper work boots

Levy

$75 per year which is charged at the beginning of each year and is non-refundable.

Contact Person

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Engineering Skills (Welding)
Applied Senior Subject – Year 11 and 12 Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life.

Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform 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.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing 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 supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. 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	Objectives
A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.	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 structures • adapt plans, skills and procedures.

Course Structure

The Engineering Skills course is designed around core and elective topics.

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option D	Production in the structural engineering industry
Unit option E	Production in the transport engineering industry
Unit option F	Production in the manufacturing engineering industry

Assessment

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

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

Contact Person

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Dance
Year 10 General

Course Outline

Unit 1: Moving viewpoints (Part One)

In Unit 1 and 2, students build on their foundational content and prior learning in Dance, as well as engage with performances from a range of genres, cultures and viewpoints to inform their unique artistic voice.
In Unit 1, students develop knowledge of the skills of dance and explore the history of storytelling, through music theatre performance styles. Students develop their capability and confidence across the practices of performing an ensemble dance work from an iconic Music Theatre show that challenges ideas, viewpoints and perspectives of audiences. Through the development of the ensemble production, students will enhance their performance skills – both technically and expressively to convey viewpoints.
Assessment: Performance – 1-3 minutes

Unit 2: Moving viewpoints (Part Two)

In Unit 1 and 2, students build on their foundational content and prior learning in Dance, as well as engage with performances from a range of genres, cultures and viewpoints to inform their unique artistic voice.
In Unit 2, students extend their knowledge of the skills of dance and continue to explore storytelling, through contemporary performance styles. Students develop their capability and confidence across the practices of creating and performing in the music theatre style for contemporary storytelling's. Through student-devised choreographic works, they will enhance their creative skills to produce an original work that challenges audiences' ideas, viewpoints and perspectives.
Assessment: Choreography – Choreography and supporting choreographic statement (Choreographed section 45s – 1.5minutes, Written 50 – 200 words)

Unit 3 and 4: Moving Futures

In Unit 3 and 4, students extend their foundational content and prior learning in Dance, as well as engage with performances from a range of genres, cultures, technologies and viewpoints to inform their unique artistic voice. Students develop knowledge of the skills of dance and continue to explore contemporary performance styles with enhanced use of technologies to bring dance into the modern age. Students develop their capability and confidence across the practices of creating, performing and evaluating in the variety of contemporary genres to challenge perspectives in the future. Through student-devised projects, they will enhance their choreographic, performance and evaluative skills in preparation for year 11 and 12 dance.
Assessment Unit 3: Project – Choreography, Performance and Evaluative response (Choreographed section 45s – 1.5minutes, Performance 1-3minutes, Extended response 400-600 words)
Assessment Unit 4: Exam – Extended response in 90minute exam (400-600 words)

Entry Requirements

An achievement of a C is recommended for Year 9 Dance, while lower standards will not necessarily exclude others from gaining entry to the course. Students without these levels should discuss their choice with their Dance teacher/s as they may experience difficulty in coping with performance and written assessment.

Students will be required on occasion to use their breaks to complete practical assessment e.g., group rehearsals. Students enrolled in Senior Dance are expected to attend all professional performances to develop skills and are encouraged to take part in extracurricular events.

Contact Person

Ms Gemma Wuersching
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Dance
General Senior Subject Year 11 and 12 General

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

The arts encourage unity through active involvement in building cultural literacy by respecting and valuing the meaningful and unique impact of Aboriginal people's and Torres Strait Islander people's contribution to Australia's arts knowledge, traditions and experience. Australia's multicultural identity, cultural inheritance and contemporary arts practice is enhanced through this recognition and the shared inspirations of the broader Asia–Pacific community.

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will 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 will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

This subject prepares young people for participation in the 21st century by building skills and resources. Dance has the means to prepare students for future possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. A course of study in Dance establishes a basis for further education and employment across many fields, both in the arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Pathways	Objectives
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.	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.

Course Structure

Unit 1	**Moving bodies -** How does dance communicate meaning for different purposes and in different contexts?
Unit 2	**Moving environments -** How does the integration of the environment shape dance to communicate meaning?
Unit 3	**Moving statements -** How is dance used to communicate viewpoints?
Unit 4	**Moving my way -** How does dance communicate meaning for me?

Assessment

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

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

Summative assessments

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

Contact Person

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Drama
Year 10 General

Course Outline

Unit 1: Commedia
In Unit 1 and 2, students build on their foundational content and prior learning in Drama, as well as engage with performances from a range of cultures to inform their unique artistic voice.
In Unit 1, students develop knowledge of the skills of drama and explore the history of storytelling, through traditional performance styles. Students develop their capability and confidence across the practices of creating and performing in the traditional theatre style of 'Commedia dell Arte'. Through student-devised scripts, they will enhance their performance skills and learn about different styles of drama and their conventions.
Assessment: Project – Devising and performing drama (1-3 minutes per person)

Unit 2: Theatre in the digital age
In Unit 1 and 2, students build on their foundational content and prior learning in Drama, as well as engage with performances from a range of cultures to inform their unique artistic voice.
In Unit 2, students develop knowledge of the skills of drama and continue to explore storytelling, through contemporary performance styles. Students develop their capability and confidence across the practices of creating and performing in the contemporary theatre style of Digital Theatre. Through student-devised scripts, they will enhance their performance skills and learn about different styles of drama and their conventions.
Assessment: Project – Response to theatre and Performance (Written – 400-600 words; Performance – 1-3 minutes per person)

Unit 3 and 4: Hybrid Contemporary Theatre
In Unit 3 and 4, students build on their foundational content and prior learning in Drama, as well as engage with performances from a range of cultures to inform their unique artistic voice.
Students develop knowledge of the skills of drama and continue to explore contemporary performance styles. Students develop their capability and confidence across the practices of creating and performing in the contemporary theatre style of hybrid theatre. Through student-devised scripts, they will enhance their performance skills and learn about different styles of drama and their conventions.
Assessment Unit 3: Project – Response and Devising Performance (Short response – 50-200 words each, totalling up to 600 words; Script)
Assessment Unit 4: Performance (1-3 minutes per student)

Entry Requirements
An achievement of a C is recommended for Year 9 Drama, while lower standards will not necessarily exclude others from gaining entry to the course. Students without these levels should discuss their choice with their Drama teacher as they may experience difficulty in coping with performance and written assessment.

Students will be required on occasion to use their breaks to complete practical assessment e.g., group rehearsals. Students enrolled in Senior Drama are expected to attend all professional performances to develop skills and are encouraged to take part in extracurricular events.

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Drama
General Senior Subject Year 11 and 12 General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens.

Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

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

Pathways	Objectives
A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.	By the conclusion of the course of study, students will: • demonstrate skills of drama • apply literacy skills • interpret purpose, context and text • manipulate dramatic languages • analyse dramatic languages • evaluate dramatic language

Course Structure

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

Assessment

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

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

Summative assessments

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

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Film, Television & New Media
Year 10 General

Course Outline

Unit 1: Suspense
In Unit 1, students explore how filmmakers utilise film concepts, such as technical and symbolic codes, in order to manipulate the audience to feel certain thoughts and emotions, and produce representations of people/places/events and emotions.
Students analyse suspense films to recognise and explain how the filmmakers have utilised the film concepts in order to evoke fear and suspense in the audience, and construct specific representations.
Assessment: Extended response – Analytical essay (600-800 words)

Unit 2: Suspense (Part 2)
In Unit 2, students use media tools to create film works that construct representations and manipulate the audience for specific intentions.
Students create suspense trailers and scripts through the use of technical and symbolic codes in order to construct representations that evoke fear in the audience, engage the audience, and follow specific film conventions.
Assessment: Project – Written script (3 minutes) and Media production (1-3 minute trailer)

Unit 3: Reality TV
In Unit 3, students evaluate how technical and symbolic codes have been used to create representations and create meaning for the audience.
Students evaluate how Reality TV specifically manipulates the audience through technical codes and symbolic codes by making situations seem real, constructing characters, and utilising product placement in addition to Reality TV conventions.
Assessment: Examination – extended response (400-600 words)

Unit 4: Reality TV (Part 2)
In Unit 4, students explore how and where moving-image media can be distributed and the connection to audiences through style and genre.
Students plan and use responsible media practice to create a Reality TV pitch and storyboard that matches a target audience, to create a Reality TV segment or opening sequence utilising media codes and conventions, such as technical codes.
Assessment: Pre-produce media project – Pitch (up to 600 words) and Storyboard (up to 10 frames); Produce media project (1-3 minutes)

Entry Requirements
An achievement of a C is recommended for Year 9 Media, while lower standards will not necessarily exclude others from gaining entry to the course. Students without these levels should discuss their choice with their Media teacher as they may experience difficulty in coping with written assessment and production.

Students will be required on occasion to use their breaks to complete practical assessment e.g., production editing and filming.

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Film, Television & New Media
General Senior subject Year 11 and 12 General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices.

Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

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

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

Pathways	Objectives
The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.	By the conclusion of the course of study, students will: • design moving-image media products • create moving-image media products • resolve film, television and new media ideas, elements and processes • apply literacy skills • analyse moving-image media products • evaluate film, television and new media products, practices and viewpoints.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td></td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform project</td><td></td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

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Visual Art
Year 10 General

Course Outline

Unit 1: Body
In Unit 1, students explore and respond to the concept of 'the body' through diverse representations of visual art practice, form, style and representation in the personal context.

Students develop their inquiry process to experiment with a wide range of 2D art materials in order to create figurative representations of the human body. They analyse, evaluate and justify choices made to communicate expression to an audience, working collaboratively to create folio display for a local public gallery.
Assessment: Project – experimental folio (Multimodal PPT and gallery display, including 6-8 annotated experiments/diary work)

Unit 2: Environment
In Unit 2, students explore and examine the concept of 'environment' through diverse uses of place and time in artworks to communicate meaning, challenging ideas or beliefs in the contemporary context.

Students develop their inquiry process by analysing how artists use the environment through a wide range of 3D processes and skills. They experiment in response to the stimulus of 'place', and evaluate and justify viewpoints using evidence of communicating ideas in artwork.
Assessment: Project – experimental folio (Multimodal PPT and gallery display, including 6-8 annotated experiments/diary work and 150 word artist statement) and Extended Response (400 words)

Unit 3 and 4: Mind
In Unit 3 and 4, students explore and respond to the concept of 'the mind' through diverse representations of visual art practice, form, style and representation in the personal, contemporary or cultural context.

Students develop their inquiry process to experiment with a wide range of 2D/3D art materials to create non-figurative representations of 'the mind'. They analyse, evaluate and justify choices made to communicate meaning by artists and themselves to an audience, working collaboratively to create folio display for a local public gallery.
Assessment Unit 3: Extended written response (400-600 words)
Assessment Unit 4: Project – make and display artwork (including multimodal of 4 annotated slides of resolved artwork work and written artist statement of 150 words)

Entry Requirements
An achievement of a C is recommended for Year 9 Visual Art, while lower standards will not necessarily exclude others from gaining entry to the course. Students without these levels should discuss their choice with their Visual Art teacher as they may experience difficulty in coping with written assessment and portfolio.

Students will be required on occasion to use their breaks to complete practical assessment.

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Visual Art
General senior subject Year 11 and 12 General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes.

On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

Pathways	Objectives
This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives. Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.	By the conclusion of the course of study, students will: • implement ideas and representations • apply literacy skills • analyse and interpret visual language, expression and meaning in artworks and practices • evaluate influences • justify viewpoints • experiment in response to stimulus • create visual responses using knowledge and understanding of art media • realise responses to communicate meaning.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td></td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td></td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

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Visual Arts in Practice
Year 10 Applied

Course Outline

Unit 1: Transform
In Unit 1, students create a folio of stylistic experiments inspired by the evaluation of the art style and/or practice of an artist or artisan. They plan a resolved artwork.
Students experiment with 2D materials techniques and processes to plan for and develop their own artworks. They reflect on their own practice to consider audiences and in response to teacher and peer feedback.
Assessment: Project – develop ideas and make artworks (Multimodal - written and visual up to 8xA4 art journal pages/annotated experimentation or digital equivalent)

Unit 2: Extend
In Unit 2, students plan, refine and create artworks that communicate ideas, informed by experimentation in Unit 1. They resolve artworks in response to feedback and consider curation and display of artworks for appropriate contexts.
Assessment: Project – make and display artwork/s (curation and display of individual artwork/s plus artist statement of up to 150 words)

Unit 3: Beyond – Seen and Unseen
In Unit 3, students explore and respond to the work of artists, practitioners and artisans from provided contexts. They analyse and evaluate styles, practices and intentions of artists to inform their own individual experimentation and artistic practice.
Students experiment with 2D, 3D or time-based techniques and processes to plan for and develop their own artworks. They reflect on their own practice to consider audiences and in response to teacher and peer feedback.
Assessment: Project – develop ideas and make artworks (Multimodal - written and visual up to 8xA4 art journal pages/annotated experimentation or digital equivalent)

Unit 4: Individual Practice – Seen and Unseen
In Unit 4, students plan, refine and create 2D, 3D or time-based artworks that communicate ideas, informed by experimentation in Unit 3. Students resolve artworks in response to feedback and consider curation and display of artworks for appropriate contexts.
Assessment: Project – make and display artwork/s (curation and display of individual artwork/s plus artist statement of up to 150 words)

Entry Requirements
An achievement of a C is recommended for Year 9 Visual Art; lower standards or non-completion of the subject will not necessarily exclude others from gaining entry to the course.

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Visual Arts in Practice
General senior subject Year 11 and 12 Applied

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

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks.

Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

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

Pathways	Objectives
Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts. A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.	By the conclusion of the course of study, students should: • use visual arts practices • plan artworks • communicate ideas • evaluate artworks.

Course Structure

Visual 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	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

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Digital Technologies
Year 10 Applied

Introducing Digital Technologies (Information Communication and Technology) in 2026. Units of work currently under construction and will be based on two units of study (out of the six) that would not be completed in Year 11 and 12 Information Communication and Technology applied study program (as only four are selected for years 11 and 12).

This will work in conjunction with the Australian Curriculum v9 with pathways into Information Communication Technology (applied) and / or a Certificate II in Digital Technologies in 2027 (to be determined on school scope).

Please note the course outline provides an overview of assessment only, not unit contexts as it is currently under construction.

Course Outline

Unit 1: Part one

Assessment: Product proposal - Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Unit 2: Part two

Assessment: Multimodal project (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 functionality product prototype

Unit 3: Beyond – Part three

Assessment: Product proposal - Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Unit 4: Part four

Assessment: Product proposal - Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Entry Requirements

An achievement of a C is recommended for Year 9 Digital Technologies; lower standards or non-completion of the subject will not necessarily exclude others from gaining entry to the course.

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Information and Communication Technology
General senior subject Year 11 and 12 Applied

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

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

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

Pathways	Objectives
Information and Communication Technology (ICT) pathways offer a wide range of career opportunities across various sectors, including software development, cybersecurity, data science, network administration, and ICT management, accessible through diverse educational routes from high school to university. Key ICT pathways and specialisations include: Software development, cybersecurity, data science and analytics, networking and systems, ICT management, design and interactive technologies.	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

Course Structure

Information and Communication Technology is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select four units and combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

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

Technique	Description	Response requirements
Product proposal	Students produce prototypes for a product proposal in response to a client brief and technical information.	The teacher provides students with a client brief and technical information. • The client brief must include the - contextual information about the client and their target audience or end users - the client goals or the problem they would like to solve. • The technical information must include the - required industry standards – relevant handover expectations, e.g. documentation, files, components and/or deployment information. • Students can develop their responses in class time and their own time. • Students have access to hardware and software as required to complete the assessment. • This is an individual task Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce prototypes for a product proposal in response to a client brief and technical information.	**Same as above plus** 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 functionality product prototype

Contact Person

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Instrumental Music
QCE Approved (level 7 to 10) QCE

The Instrumental Music curriculum enables a course of study through which students become musicians, through the development of musical literacy, technique and performance. The course seeks to extend a student's musical experience through participation in large performance ensembles as well as small group lessons. Students of all levels are welcome to participate in the Instrumental Music Program. QCE points can only be awarded for student attaining levels 7 to 10; these higher levels assume a minimum 7 years previous Instrumental Music study.

Course Components

Performance Ensembles

The ensemble experience is enabled through the formation of school concert bands, orchestras and other ensembles. These ensembles provide the opportunity to demonstrate learning on their instrument in real-life contexts.

Group Lessons

Small group lessons are the avenue through which music literacy, techniques and performance skills, specific to the instrument and level of the student, are explicitly taught. Lesson groupings are arranged according to the learning needs of the student and the school context. Most often, these are like- instrument and/or like-ability levels.

Home Practice

It is expected that students will complete regular home practice to make musical progress on their instrument. Teachers should provide resources and teach routines around home practice for students as needed.

Time

Expected Progress Within the Instrumental Music course of study, progress is sequential and cumulative. It is anticipated that most students should progress through each level within 8-12 months. While varied pace is recognised as a common modification for students in need of support, the aim for students in most cases should be to progress to the next level at least once per year. Students who enter the program later in their schooling may progress through the curriculum levels at a faster rate.

Timetabling

Students may engage in the program from year 3 (strings) or year 4 (band) to year 12. The weekly contact time required for the program includes 1 x 1hr ensemble rehearsal and 1 x 30-35min group lesson, as well as regular home practice**.**

Dimension 1: Literacy: Music literacy is integral to students becoming musicians as they learn to decode, interpret and understand what is meant by all that is written on the music, and how to demonstrate that through what they play on their instrument.

Dimension 2: Technique: The skills and techniques involved in playing an instrument are wide-ranging and complex and are refined over a long period of time. In the dimension of technique,specific skills of how to best play the instrument are taught. Good technique is essential for students to become musicians.

Dimension 3: Performance: The dimension of performance is the synthesis of literacy and technique. Musical performance takes the individual skills and techniques learnt in the other dimensions to a level beyond accurately playing the notes on the page. Musicians stylistically apply artistry and creativity to produce a holistic and musical performance.

Assessment

Performance Aspects	Conditions				
Possible performance types *A balance of performance types should be used*	• Solo performance • Small chamber group performance • Performance in a large ensemble				
Range of assessment	At the relevant level, a balanced assessment program included, but is not limited to: Scales and technical exercises, Prepared piece & Sight-reading				
Minimum length per prepared piece, at relevant level	Levels 1-2	Levels 3-4	Levels 5-6	Levels 7-8	Levels 9-10
	8-12 bars	16-24 bars	1 minute	2 minutes	3 minutes
Other task conditions	• Performance may be accompanied or unaccompanied to suit the style and instrument • In ensemble performance tasks, and in solo and small group performances at later levels, it is an expectation that some tasks occur for an audience to give authenticity to the task • Different repertoire should be played for each assessment				
Evidence	• All formal assessment should be recorded • Where students undertake assessment in a chamber group or ensemble, tasks and repertoire must be chosen so that teachers can validly assess the work of individual students and not apply a judgment of the group to all individuals • Recording therefore needs to clearly show the individual player and allow their part to be clearly heard				
Standard of performance	• Students should meet the prescribed standard of literacy, technique and performance, as outlined in the scope and sequence for that level • Repertoire selected should allow students to demonstrate the objectives for the requirements of that level and be within their technical capabilities				
Special provisions	• Students may take longer than indicative timelines to progress through levels, to suit their learning needs • Task conditions may be adapted as needed to suit individual student needs				

Levy

$30 participation fee per year which is charged at the beginning of each year and is non-refundable. There is also an additional $20 instrumental fee (if needed)

Contact Person

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