

2027

Senior Schooling Curriculum Handbook Years 10, 11, 12



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 Beautesert State High School in Years 10, 11 and 12. More significantly, I wish you well in these last years of your secondary schooling.

Troy Olsen
Principal

Engaged, inspired students achieving their personal best

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
<i>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.</i>	
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 (<i>available to download free-of-charge for all enrolled students</i>) • 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.beautesertshs.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 Kerryn Riddell
Head of Department, Information
Technology

Signature of HoD IT

Date

Yr.

Year Level in 2027

Plan your pathway



Plan your pathway

For students completing Year 12 from 2020

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?

I plan to do further study

I'd like to learn a trade

I want to find a job

What learning options will get you there?

- | | |
|--|--|
| ☐ QCAA General subjects | ☐ school-based apprenticeships and traineeships |
| ☐ QCAA Applied subjects | ☐ university subjects completed while at school |
| ☐ QCAA Short Courses | ☐ workplace learning |
| ☐ vocational education and training (VET) courses | ☐ recognised certificates and awards |

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.

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

This pathway DOES lead to an ATAR

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

This pathway DOES NOT lead to an ATAR.

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

Queensland Certificate of Education (QCE)

For students completing Year 12 from 2020

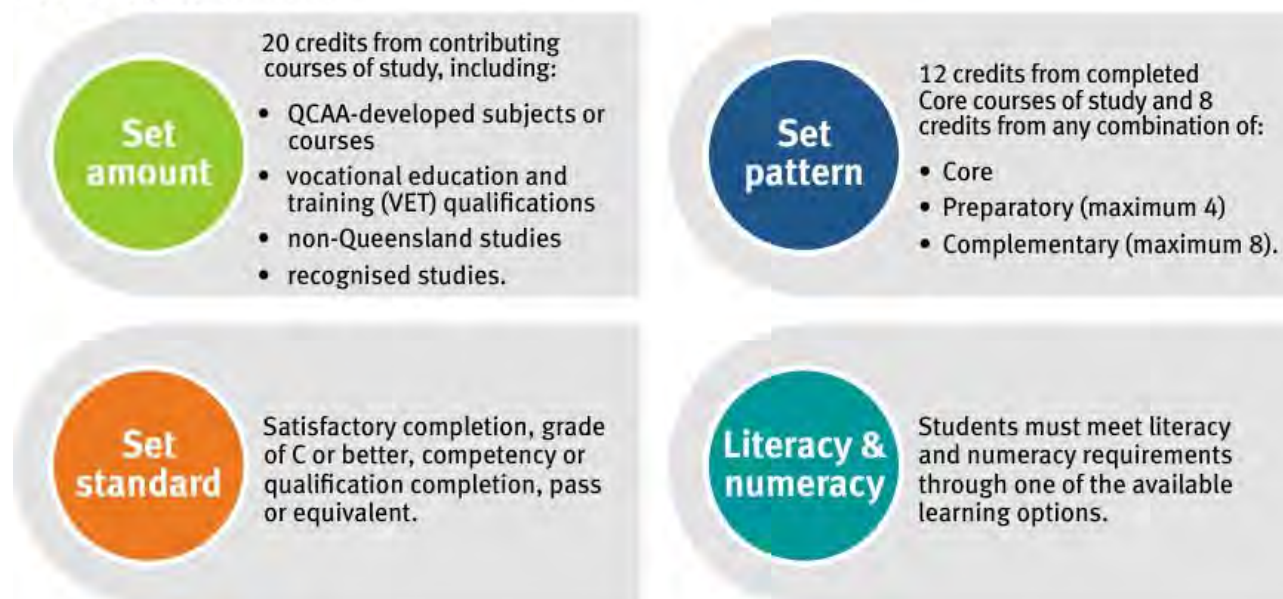


About the QCE

- 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



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:

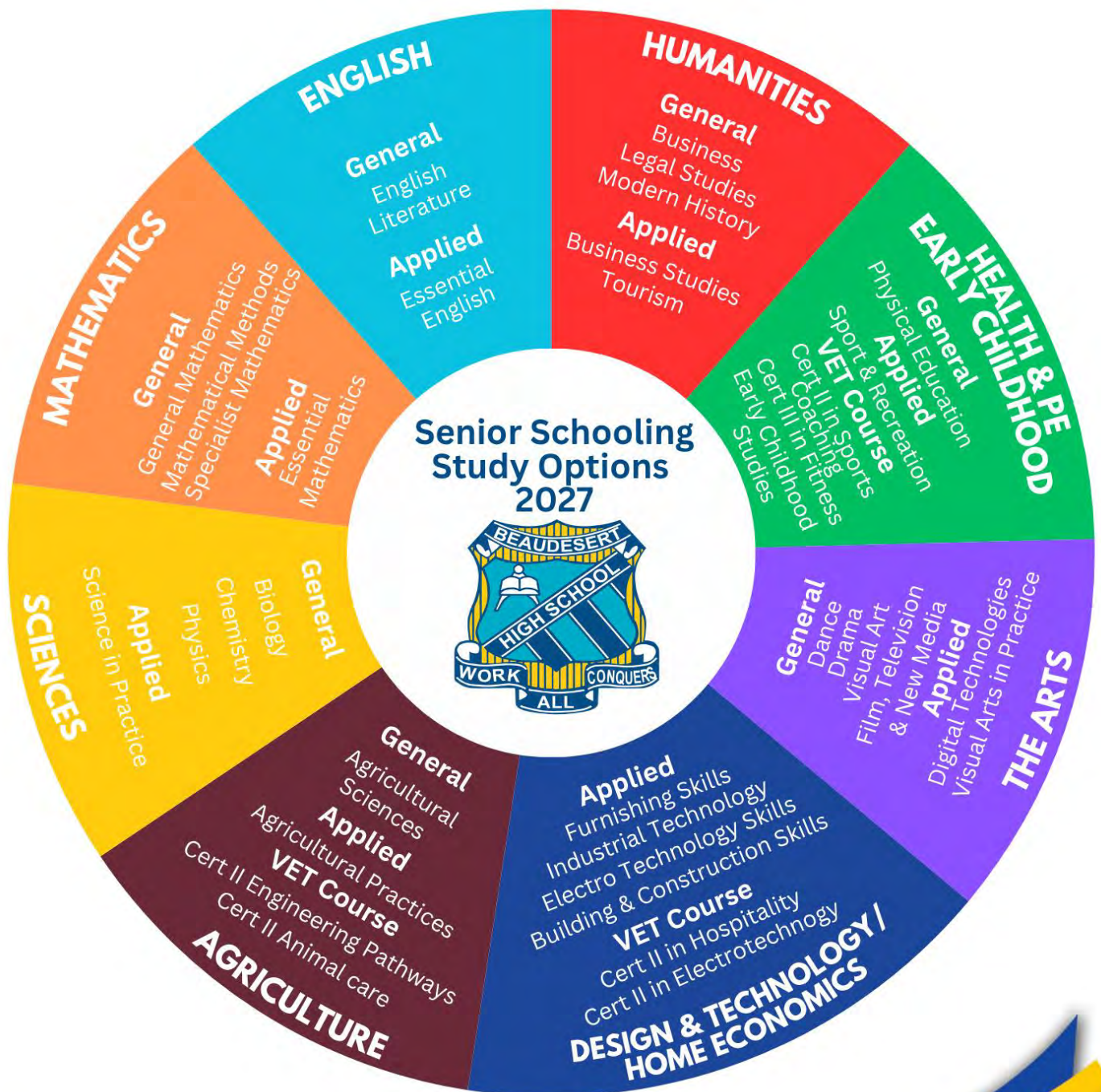
- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal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

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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

Mrs Gurpreet Kaur

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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

Contact Person

Mrs. Gurpreet Kaur

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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

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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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

Contact Person

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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

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

Contact Person

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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 an 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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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

Contact Person

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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

Contact Person

Ms. Erin Tinokura

Head of Department - English

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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%

Contact Person

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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

Contact Person

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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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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)

Contact Person

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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 identities, 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

General Senior Subject – Year 11 and 12

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

Contact Person

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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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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 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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Business Studies is a practical subject that helps students develop the knowledge and skills needed for the workplace and everyday life. Students learn how businesses operate and how they communicate with customers, employees and the wider community.

Throughout the Year 10 course, students explore a range of business areas, including:

- **Administration and**
- **Entrepreneurship**

Learning takes place through real-world business contexts such as retail, tourism, health services, entertainment and other industries. Where possible, students engage in authentic learning experiences through school projects, local businesses and community connections.

Students develop valuable skills in:

- Communication and teamwork
- Problem-solving and decision-making
- Planning, organising and evaluating business activities
- Literacy, numeracy and digital skills

Business Studies prepares students for a wide range of future pathways, including employment, vocational education and further study. It also helps students become confident consumers, informed citizens and effective contributors in the modern business world.

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: • Explain business concepts, processes and practices. • Examine Business Information • Apply Business Knowledge • Communicate Responses • Evaluate Projects

Unit 1		Unit 2	
▪ Unit 1.1 Extended response — Customer relationships ▪ Unit 1.2 Project — Customer service	A - E	▪ Unit 2.1 Extended response — Financial administration	A - E
Unit 3		Unit 4	
▪ Unit 3.1 Extended response — Marketing fundamentals ▪ Unit 3.2 Project — Marketing plan for a new product or service	25%	▪ Unit 4.1 Extended response — Event administration ▪ Unit 4.2 Project — Event planning	25%

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Business Studies

Applied Senior Subject -Year 11 and 12

Applied

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

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

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

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

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

Pathways	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: • Explain business concepts, processes and practices. • Examine Business Information • Apply Business Knowledge • Communicate Responses • Evaluate Projects

Assessment:

Unit 1 and Unit 2 Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards. Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U).

Where appropriate, schools may also report a not rated (NR). Units 3 and 4 Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS). Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented.

Unit 1		Unit 2	
▪ Unit 1.1 Extended response — Customer relationships ▪ Unit 1.2 Project — Customer service	A - E	▪ Unit 2.1 Extended response — Financial administration	A - E
Unit 3		Unit 4	
▪ Unit 3.1 Extended response — Marketing fundamentals ▪ Unit 3.2 Project — Marketing plan for a new product or service	25%	▪ Unit 4.1 Extended response — Event administration ▪ Unit 4.2 Project — Event planning	25%

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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

Contact Person

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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%

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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 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

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Building and Construction Skills Year 10

Applied

Unit 1: Smoko Stool

In unit 1, 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 2: BBQ Board

In unit 2, students demonstrate the fundamental ways of working in building and construction by safely selecting and using tools, equipment, and materials to produce a mosaic board that meets design specifications and required quality standards. Students interpret technical drawings and specifications, plan and sequence production processes, and apply appropriate construction techniques throughout the project. They evaluate their production processes, practical skills, and the quality of the completed structure against the design specifications and established quality criteria.

Assessment: Project - Practical (Mosaic Board) and Multimodal (7 slides)

Unit 3: Mini Picnic Table

In Unit 3, students apply building and construction knowledge and practical skills to manufacture a mini picnic table designed to hold sauce bottles. They work safely with tools, equipment, and materials, following technical drawings and specifications to produce a finished product that meets expected quality standards. Throughout the project, students organise and sequence construction tasks, use appropriate production techniques, and review their workmanship and processes. They evaluate the completed mini picnic table for quality, accuracy, functionality, and compliance with the design requirements.

Assessment: Project - Practical (Concrete paver) and Multimodal (8 slides)

Unit 4: Bird House

In unit 4, students apply building and construction principles to fabricate a framed birdhouse that meets the requirements of a given design brief. They demonstrate safe work practices by selecting and using appropriate tools, equipment, and materials while producing a structure that meets specified quality standards. Students interpret construction drawings and project specifications, organise and carry out the stages of production, and apply framing techniques to assemble the structure accurately. They review the effectiveness of their construction methods and assess the quality, structural integrity, and finish of the completed birdhouse against the design requirements.

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

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

Course Outline

Unit 1: Naughts and Crosses Board

In Unit 1, students demonstrate fundamental workplace practices by using tools, machinery, and equipment safely to manufacture a naughts and crosses board that meets specified design requirements and expected quality standards.

Students interpret technical drawings and production information to select and apply appropriate industry practices, production skills, and manufacturing procedures throughout the project.

Assessment: Project - Practical and Multimodal (8 slides)

Unit 2: Serving Tray

In Unit 2, students demonstrate fundamental knowledge, understanding, and skills by safely selecting and using tools, machinery, and equipment to manufacture a Storage Box. They follow design specifications and quality criteria to produce a finished product that meets the required standard.

Students interpret technical drawings and production information to select and apply appropriate industry practices, production skills, and manufacturing processes. Throughout the project, they apply safe working practices and evaluate their work against the specified design requirements and quality standards.

Assessment: Project - Practical and Multimodal (7 slides)

Unit 3: Storage Box

In Unit 3, students use manufacturing knowledge and practical skills to build a storage box designed to hold a lawn game. They work safely with tools, equipment, and materials, following technical drawings and specifications to produce a finished product that meets expected quality standards.

Throughout the project, students organise and sequence tasks, use appropriate production techniques, and review their work and processes. They evaluate the completed storage box for quality, accuracy, functionality, and compliance with the design requirements.

Assessment: Project - Practical and Multimodal (9 slides)

Unit 4: Picnic Table

In unit 4, students demonstrate learnt furnishing fundamental ways of working from over the year. They use tools, machinery and equipment safely to produce a folding picnic table 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 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

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

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

Ms. Amanda Johnston

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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 develop and demonstrate the practical skills required to work safely and effectively in a engineering environment. They interpret technical drawings and production information to plan and make a letter box that meets the required design specifications and quality criteria.

Students select and apply appropriate tools, machinery, equipment, materials, and industry-standard engineering processes to produce their project. Throughout the unit, they follow safe operating procedures and assess the quality of the finished product against the specified design requirements.

Assessment: Project - Practical (Letter box) and Multimodal (7 slides)

Unit 3: Folding Shovel

In Unit 3, students apply fundamental engineering workshop practices to safely manufacture a folding shovel. They interpret technical drawings and production documentation to plan, measure, mark out, shape, assemble, and finish components in accordance with design specifications and quality requirements.

Students select and use appropriate tools, machinery, equipment, and materials while applying safe workshop procedures and industry-standard manufacturing techniques. They monitor the quality of their work throughout the production process and evaluate the completed folding shovel against the specified design criteria.

Assessment: Project - Practical (Folding shovel) and Multimodal (9 slides)

Unit 4: Sketch Up

In Unit 4, students apply industrial graphics knowledge and skills to develop, modify, analyse, and refine engineering designs using 3D solid modelling software. They interpret client briefs, technical drawings, and design specifications to produce accurate digital models that meet design requirements.

Students apply drafting conventions, industry practices, and CAD processes to communicate design solutions effectively. They evaluate and refine drawings, digital models, and production processes, adapting design and production plans to improve functionality, accuracy, and manufacturability while meeting client and project requirements.

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.

Contact Person

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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.**

Unit 1: Smoko Stool

In unit 1, 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)

Units 2: Electrotechnology Basics

In unit 2, students explore electrotechnology basics including safety and standards, electrical fundamentals and circuit theory. Students will interpret wiring diagrams, construct series and parallel circuits and carry out OHM's law calculations.

Assessment: Exam – 70 minutes

Unit 3: Domestic Wall Simulation

In unit 3, students demonstrate the fundamental ways of working in building and construction by safely selecting and using tools, equipment, and materials to produce a domestic wall simulation that meets specifications and required quality standards. Students interpret drawings and technical information, sequence production processes, and evaluate production skills and procedures, and structures.

Assessment: Project - Practical (Domestic wall simulation) and Multimodal (7 slides)

Units 4: Common Electrical Fixings

In unit 4, students explore common electrical fixings used for masonry, timber, plaster and metal. Students will undertake skill builder activities which will require them to select and use a variety of fixings to achieve desired outcomes.

Assessment: Exam – 70 minutes

Entry Requirements

Students must study and pass English, Mathematics and Science in year 10, to undertake Certificate II in Electrotechnology in years 11 and 12.

Due to the practical nature of the course, students must have steel cap/safety toe work boots (preferably black).

Contact Person

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Factsheet - Partnership with Schools Program



UEE22020 Certificate II in Electrotechnology (Career Start)

Under this partnership, TAFE Queensland (RTO Code 0275) is the Registered Training Organisation (RTO) and your school will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion.

COURSE DETAILS				
Subject type:	VET Qualification	Duration:	4 Semesters	QCE credits: 4
Qualification description	UEE22020 Certificate II in Electrotechnology (Career Start) is a nationally recognised qualification designed to give students an introduction to the electrotechnology industry. Students will gain skills and knowledge in the areas of equipment assembly, set-up and maintenance of simple data and communications equipment, systems and cabling in buildings and premises. The program incorporates the introduction of hand and power tools required in the electrotechnology industry. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland. Career pathways and opportunities in the electrical industry include: • Electrical trades assistant • Apprenticeships, including for general electrician, electronics and communications, electrical instrumentation and control, air-conditioning and refrigeration mechanic, electrical fitter, appliance servicing.			
Entry requirements & pre-requisites	Entry-level course. Pre-requisite units are required. Refer to the table below for pre-requisite units which you must pass before you can enrol in the related unit.			
Qualification rules	A total of 12 units must be completed: • 8 core units of competency • 4 elective units of competency			
CORE AND ELECTIVE UNITS				PRE-REQUISITE UNITS
Year 1 Semester 1	UEECD0007	Apply work health and safety regulations, codes and practices in the workplace	Core	Not applicable
	UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises	Core	Not applicable
	UEECD0035	Provide basic instruction in the use of electrotechnology apparatus	Elective	Not applicable
Year 1 Semester 2	UEECD0052	Use routine equipment/plant/technologies in an energy sector environment*	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0009	Carry out routine work activities in an energy sector environment*	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0021	Identify and select components, accessories and materials for energy sector work activities	Core	UEECD0009 Carry out routine work activities in an energy sector environment UEECD0007 Apply work health and safety regulations, codes and practices in the workplace

Factsheet - Partnership with Schools Program



Year 2 Semester 1	CPCCWHS1001	Prepare to work safely in the construction industry	Core	Not applicable
	UEECD0019	Fabricate, assemble and dismantle utilities industry components	Elective	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0038	Provide solutions and report on routine electrotechnology problems	Core	Not applicable
	UEECD0045	Solve problems in a single path circuit	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
Year 2 Semester 2	UEECD0020	Fix and secure electrotechnology equipment	Elective	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0008	Carry out preparatory energy sector work activities	Elective	
Proposed changes	Not applicable			
Learning experiences	- Classroom and workshop - Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. - Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.			
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: - Observation and oral questioning; and - Work samples / projects; and - Written assessment; and/or - Online assessment via the TAFE Queensland Connect learning management system.			
Further study options	- Certificate III (apprenticeship) in a specialist electrotechnology area of the students choice - Certificate IV, Diploma and Advanced Diploma in a specialist electrotechnology area - Students will receive credit for relevant competencies towards a related apprenticeship			
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.			
Student support	Contact the school's Head of Senior Schooling or VET Coordinator for information about support services provided during the course, including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.			
Third Party Agreement	This is a two year course. Your school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request.			

Home Economics

Hospitality Year 10

Applied

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 adaptations 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.

Please Note: There will be two class options in this space. One class will follow the Cert II in Hospitality and the other will go into Applied Hospitality Practices for year 11 and 12. Please ensure to select the correct option on the subject selection document.

Contact Person

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Hospitality Practices

Year 11 and 12

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming.

Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations. The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement.

The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways	Objectives
Students who complete the applied subject Hospitality Practices have a range of pathways into employment, apprenticeships, traineeships, and further study. Students may enter entry-level roles such as: Café or restaurant attendant; Food and beverage attendant; Kitchen hand; Fast food team member; Catering assistant; Hotel or resort hospitality staff; Event and function staff.	By the conclusion of the course of study, students should: • Demonstrate practices, skills and processes. • Interpret briefs. • Select practices, skills and procedures. • Sequence processes. • Evaluate skills, procedures and products. • Adapt production plans, techniques and procedures.

Structure

Hospitality Practices is a four-unit course of study.

Unit option	Unit title
Unit option A	Culinary Trends
Unit option C	In-house dining
Unit option D	Casual Dining
Unit option E	Formal Dining

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present a menu item in response to a brief.	Practical demonstration Practical demonstration: menu item Documentation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event in response to a brief.	Structure Practical demonstration: delivery of event 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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New for 2027 - Subject to change

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 adaptations 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.
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Contact Person

Ms Amanda Johnston

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SIT20322 CERTIFICATE II IN HOSPITALITY

Delivered in partnership with Blueprint Career Development RTO 30978

Why study this course?

The **SIT20322 Certificate II in Hospitality** introduces students to the fast-paced and customer-focused hospitality industry. This practical course is suited to students interested in cafés, restaurants, events, tourism, accommodation, and food and beverage service.

Students will gain foundational skills and knowledge to support entry-level hospitality work and future study pathways.

Students will develop skills in:

- Customer service
- Food hygiene and safety
- Workplace health and safety
- Teamwork and communication
- Social and cultural awareness
- Responsible service practices

Pathway options may include:

This qualification may support pathways into roles such as:

- Barista
- Food and beverage assistant
- Café or restaurant team member
- Hospitality trainee or apprentice
- Further study in Hospitality

What will students achieve?

On successful completion, students may achieve:

- SIT20322 Certificate II in Hospitality
- Up to 4 QCE credits
- Skill development opportunities in RSA and RSG-related practices

Practical Placement / Shifts

As part of this course, students are required to complete 12 hospitality shifts to develop and demonstrate practical workplace skills in a real or simulated hospitality environment.

Other Information

Students will be required to wear black dress trousers and fully enclosed, black non-slip shoes for some functions.

Units of Competency x 12

Unit code	Unit name
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
BSBTWK201	Work effectively with others
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHGAM022	Provide responsible gambling services
SITHFAB024	Prepare and serve non-alcoholic beverages
BSBPEF101	Plan and prepare for work readiness

Course Fees

VETiS-funded students

Eligible students may access QLD SAS VET in Schools funding for this qualification. Where eligibility requirements are met and VETiS funding is used, the course may be delivered at no cost to the student.

Fee-for-Service students

Students who are not eligible for VETiS funding, or who do not access VETiS funding for this course, may enrol on a Fee-for-Service basis.

Fee-for-Service cost: \$1,320 per student

Health and Physical Education

Physical Education Year 10

General

Course Outline

Unit 1: Movement Demands

In this unit, students will develop and demonstrate specialised movement sequences and movement strategies within a selected physical activity. They will analyse their personal performance in relation to the specific demands of specialised movement sequences and strategies, making informed adjustments to improve effectiveness and efficiency.

Assessment: Project – Multimodal (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. They 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

Brendan Rayner

Head of Department - Physical Education

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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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Certificate II Sport Coaching

Year 10

SIS20321
VET Pathway

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Course Structure

Units of Competencies students will complete in 12 months

SIRXWHS001 Work Safely

SISSSCO002 Work in a community coaching role

SISSSCO001 Conduct sport coaching sessions with foundation level participants

SISSSCOF003 Officiate sport competitions

SISSSCO004 Plan, conduct and review coaching program

SISSSCO016 Coach participants in sport competition

HLTAID011 Provide First Aid

Career Pathways

- Assistant Coach
- Community Sports Leader
- Sports Development Manager
- Personal Trainer
- Sports Instructor

The training and assessing of this qualification is competency based

Contact Person

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Beaudesert State High School RTO Code: 30226

Sport and Recreation (Academy Pathway)

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.

Course Structure

Sport & Recreation is a four-unit 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	Optimizing performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

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.

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
Head of Department - Physical Education
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Sport and Recreation (Recreation Pathway)

Applied Senior Subject - Year 10

Applied

Sport & Recreation Studies provides students with practical, real-world experiences that develop leadership, coaching, event management and health-related skills. Through engaging theory and practical activities, students build the knowledge and confidence required for careers and further study in the sport, recreation and fitness industries.

Unit 1: Coaching & Officiating

Develop the skills to coach and officiate sporting activities while building leadership, communication and teamwork. Students learn how to manage groups, resolve conflict, make informed decisions and create positive sporting environments.

Unit 2: Optimising Performance

Explore how athletes improve performance through effective training. Students investigate fitness components, training principles and a range of training methods before designing and evaluating programs to enhance health and sporting performance.

Unit 3: Sports First Aid & Injury Prevention

Gain practical first aid skills used in sport and recreation. Students learn injury prevention strategies, emergency response procedures, sports taping and strapping techniques, and how to create safer sporting environments through effective risk management.

Unit 4: Tournament Design

Apply leadership and organisational skills by planning, managing and evaluating a sporting tournament for primary school students. Students develop event schedules, rules, safety plans and communication strategies while promoting participation, teamwork and wellbeing.

Skills You'll Develop

- Leadership and teamwork
- Coaching and officiating
- Event management
- Sports first aid
- Communication and problem-solving
- Fitness and performance planning
- Risk management
- Organisation and collaboration

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
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Contact Person

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Sport and Recreation (Recreation Pathway)

Applied Senior Subject - Year 11 and 12

Applied

This course introduces students to the exciting world of outdoor recreation through a combination of practical experiences and classroom learning. Students participate in a variety of outdoor and community recreation activities while developing skills in leadership, teamwork, communication and problem-solving.

Throughout the course, students investigate activities such as camping, bushwalking, navigation, cycling and other outdoor pursuits. They explore how recreation promotes physical and mental wellbeing, strengthens communities and creates opportunities for employment and lifelong participation.

Students also learn how to plan, lead and evaluate recreation activities, considering factors that influence participation, including resources, barriers and safety requirements. A strong focus is placed on environmental sustainability, responsible outdoor practices and risk management to ensure activities are safe and protect natural environments for future generations.

By the end of the course, students will have developed practical outdoor skills, leadership capabilities and an understanding of how recreation contributes to healthier individuals, stronger communities and sustainable outdoor environments.

Course Structure

Sport & Recreation is a four-unit 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	Optimizing performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

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.

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

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Co-curricular subjects

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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Unit 1: Coaching Principles & Instructing Participants

Students develop the knowledge and practical skills required to effectively coach and instruct individuals and teams. They explore coaching styles, communication techniques, session planning, leadership and participant engagement while designing, delivering and evaluating coaching sessions that create positive learning environments.

Unit 2: Strength & Conditioning and Components of Fitness

Students investigate the components of fitness and the principles of strength and conditioning. Through fitness testing and performance analysis, they design and implement training programs to improve health, fitness and athletic performance while applying key training principles to achieve specific goals.

Unit 3: Energy Systems

Students examine how the body produces energy during physical activity and how different energy systems contribute to performance across a variety of sports. They investigate the relationship between exercise intensity, duration and recovery, using this knowledge to explain performance outcomes and inform effective training strategies.

Unit 4: Nutrition

Students explore the role of nutrition in supporting health, physical activity and sporting performance. They investigate macronutrients, hydration, recovery strategies and sports nutrition, applying evidence-based principles to develop nutrition plans that optimise performance, recovery and overall wellbeing.

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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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

Cost (Fee-For-Service):
\$365.00 per person (+ First Aid \$55.00)

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
TERM 2	PROGRAMS
	- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions - SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 3	TOPICS
	- Working in the SFR Industry - Providing Quality Service in the SFR Industry
TERM 4	PROGRAMS
	- Group Conditioning Program: Plan and Deliver Group Conditioning Sessions - One-on-one Cardio Program: Plan and Deliver a Cardio Program
TERM 5	TOPICS
	- Anatomy and Physiology - Health and Nutrition Consultations
TERM 6	PROGRAMS
	- One-on-One Gym Program: Adolescent Client - Conduct Consultations with a Client (Peer) - Plan and Conduct Sessions (Scenario Clients)
TERM 7	TOPICS
	- Screening and Health Assessments - Specific Population Clients - Older Clients
TERM 8	PROGRAMS
	- Fitness Orientation Program: Client Orientation - Gentle Exercise Program: Participate in Gentle Exercise Sessions - Mobility Program: Plan and Instruct Mobility Sessions
TERM 9	TOPICS
	- Older Clients - Specific Populations
TERM 10	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
BSBPWF301	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/pds

Contact Person - Brendan Rayner
Head of Department - Physical Education
biray0@eq.edu.au

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

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

Mr Brendan Rayner

Head of Department – HPE and Early Childhood

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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

Mr Brendan Rayner

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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

Mr Keith Tyrrell

Head of Department – Science

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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 • Cellular energy, 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

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

Entry Requirements

B in Science, Maths and English in Year 9

Contact Person

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Head of Department - Science

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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

Mr Keith Tyrrell

Head of Department – Science

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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).

Summative assessments

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

Contact Person

Mr Keith Tyrrell

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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

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

Contact Person

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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 digester, 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

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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	Sustainability
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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Certificate II Animal Care Year 10

ACM20121
Vet Pathway

ACM20121

Certificate II in Animal Care

Funded by the Queensland Government
under VET in Schools (VETiS)



Program overview

Kick-start your career in the animal industry with a Certificate II in Animal Care.

In this program you will develop your skills in:

- animal care hygiene routines
- basic first aid
- effective workplace communication
- implementing health and safety processes and sustainable work practices.

How you'll learn

This program is delivered over 12 months (four high school terms), through a combination of online and face-to-face activity.

During school terms you'll attend training at The University of Queensland's (UQ) Gatton campus for:

- **Gatton-based model:** One day per week
- **School-based model:** 3-4 days each term.

What you'll study

In order to gain this qualification you'll need to successfully complete the following 12 units:

Term 1: Animal care industry

ACMWHS201	Participate in workplace health and safety processes
ACMGEN201	Work in the animal care industry
BSBCMM211	Apply communication skills

Term 2: Husbandry of cats and dogs

ACMGEN203	Feed and water animals
ACMSPE316	Provide general care of domestic dogs
ACMSPE317	Provide general care of domestic cats
ACMBEH302	Provide enrichment for animals

Term 3: Animal health care

ACMGEN202	Complete animal care hygiene routines
ACMVET202	Carry out daily practice routines
ACMGEN204	Assist in health care of animals

Term 4: Applied practice

ACMSUS201	Participate in environmentally sustainable work practices
ACMGEN309	Provide basic first aid for animals

Assessment

You will be assessed through a variety of methods, including written exams and reports, oral assessments and practical demonstrations.

Entry requirements

There are no entry requirements for this qualification.

If you are a school student, you can apply for this program if you are in Years 10, 11 or 12 at an approved high school and have the approval of your parent/guardian and school.

Fees

- VET in Schools (VETiS) funded: \$0
- Full fee: \$3,330 (discounts may apply - contact us for more information)

There are no student contribution fees for the Certificate II in Animal Care for students who are eligible to receive funding under the VETiS program.

If you are ineligible for VETiS funding, you can still enrol in this program as a full fee student.

VET in Schools (VETiS)

To access Queensland Government VETiS funding for this program you must:

- be a Queensland resident
- be aged 15 years or over
- be in Year 10, 11 or 12 in a Queensland High School
- be an Australian or New Zealand citizen or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency
- not have completed, or be enrolled in, a qualification funded through VETiS funding
- have agreement from your school and parents, and identify the VETiS program in your Senior Education and Training (SET) plan.

Once you've completed a Certificate I or II qualification using VETiS funding you're no longer eligible to receive VETiS funding for any future study.

For more information on VETiS courses, visit:
desbt.qld.gov.au/training/training-careers/incentives/vetis

For more information about all your funding options visit:
uqskills.uq.edu.au/funding

Career opportunities

You may find employment in the following roles:

- Assistant dog groomer
- Animal care or pet shop attendant
- Animal shelter attendant
- Kennel hand or cattery attendant
- Veterinary assistant

Contact Person

Ms Kate Bandrowski
Head of Department - Agriculture
kband3@eq.edu.au

Pathways to further study

This qualification can be used as a pathway into the Certificate IV in Veterinary Nursing (ACM40418).

How to apply

For more information, or to apply, contact UQ Skills on uqskills@uq.edu.au.



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

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Head of Department - Agriculture
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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

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

Contact Person

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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 as 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

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Compulsory – Prerequisite – Short Course Numeracy

Course Outline

Short Course numeracy builds the practical maths skills needed for success in engineering and the workplace. Students apply numeracy through real-world engineering projects, including measurement, calculations, geometry, estimation and problem-solving. This course develops confidence and prepares students for the mathematical demands of the Certificate II in Engineering Pathways and future trade careers.

Semester 1

Topic	Context	Key Learning	Assessment
Topic 1: Personal Identity and Community	Personal life and everyday community situations	Apply numeracy to real-life personal and community contexts Students identify, interpret, apply and communicate mathematical information to solve everyday problems.	Project (10–15 hours) Examination (45 min)
Topic 2: Workplace and Employment	Employment, training and workplace contexts	Apply numeracy skills commonly used in workplaces, apprenticeships and employment situations.	Project (10–15 hours) Examination (45 min)

Semester 2

Topic	Context	Key Learning	Assessment
Topic 1: Safety in Engineering	Safely working in a workshop	Complete workshop safety inductions Undertake OnGuard safety training Learn Safe Operating Procedures (SOPs) Wear correct Personal Protective Equipment (PPE) Demonstrate safe behaviour before using equipment Work in accordance with Queensland workplace safety expectations	Examination (60 min)
Topic 2: Foundation Engineering skills	Skills for working in a workshop environment	MIG welding Foundational Metal fabrication Skills Measuring and marking out Engineering drawing (AS1100) Manufacturing processes Safe use of machinery and equipment Workshop organisation	Project (10–15 hours)

Entry Requirements

C in Maths in Year 9

Contact Person

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Certificate II Engineering Skills Pathways Year 10 and 11

MEM29422
Vet Pathway

This integrated program connects technical planning with practical manufacture. Students measure and calculate, interpret drawings, create a basic CAD design and then manufacture a project using gas metal arc welding. It provides a clear understanding of how an engineering idea moves from design through to a finished product.

UNIT CODE	UNIT TITLE
MEM12023	Perform engineering measurements
MEM12024	Perform computations
MEM09002	Interpret technical drawing
MEM30031	Operate computer-aided design (CAD) system to produce basic drawing elements
MEM05050	Perform routine gas metal arc welding

BEST SUITED TO	CONSUMABLES	SCHOOL REQUIREMENTS
Students seeking broad engineering exposure or those who have not yet chosen between a technical and trade pathway.	Moderate. Project materials, steel, gas, welding wire and workshop consumables may be supplied by the school or quoted separately.	Computer lab, CAD software and a suitable engineering workshop.

OPTION COMPARISON

OPTION	PRIMARY FOCUS	LEARNING BALANCE	CREDENTIAL	CONSUMABLES
Option 1 RII20120	Civil, mining and infrastructure	Practical / site-focused	Full Certificate II	No separate fee anticipated*
Option 2 Design & CAD	Measurement, drawing and 3D modelling	Technical / design-focused	Statement of Attainment	Low

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Compulsory – Post requisite - Certificate II Financial Services

Beaundesert State High School RTO Code: 30226

FNS20120 Certificate II in Financial Services

Course Outline

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways

Delivered face to face (classroom)

Delivery time: 6 months

Qualification is competency based

Units of Competencies:

BSBWHS211	Contribute to the health and safety of self and others
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
FNSINC311	Work together in the financial services industry
FNSFLT214	Develop knowledge of superannuation
FNSFLT216	Develop knowledge of taxation
FNSFLT212	Develop and use savings plan
FNSFLT211	Develop and use personal budgets

Levy

No cost

Contact Person

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The Arts

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

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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

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

Contact Person

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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.

Contact Person

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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

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

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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

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

Contact Person

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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.

Contact Person

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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

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

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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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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

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Instrumental Music Program

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 <i>A balance of performance types should be used</i>	- 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)

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