2026

MACKAY NORTH STATE HIGH SCHOOL

SENIOR CURRICULUM GUIDE

07 49631 666

mackaynorthshs@eq.edu.au

TABLE OF CONTENTS

A Message from the Principal

Dear Students and Parents,

Welcome to your senior years of schooling. The senior curriculum at Mackay North State High School enables all students to achieve success in their chosen pathway. It is our aim to equip our students with the skills to achieve their goals, and for all students at Mackay North State High School to complete Year 12, with a Queensland Certificate of Education (QCE).

Senior Schooling requires commitment, focus and dedication for optimum success. The Secondary Education Training Plan (SET Plan) process at Mackay North State High School is completed during Year 10 and aims to assist students to plan a course of study that will best meet their goals, achievements and abilities. Students are supported with informative guidance from staff and their progress is monitored throughout Year 11 and Year 12.

The Academic Review process gives students and parents valuable feedback on student progress towards their chosen pathway. Throughout the senior phase of schooling students are able to engage with teaching staff and curriculum leaders at specific junctures to monitor their own learning and take ownership of their education.

We look forward to welcoming you into the Senior School, and wish you every success with your senior studies. If you have any questions about Senior Schooling, please do not hesitate to contact the Senior School Head of Department, any of the School Deputy Principals, or myself.
Best wishes

CATHERINE ROLFE
PRINCIPAL

The information in this guide is accurate at time of printing. Updates and changes will go in the school newsletter under the new QCE section.

SUBJECT DECISION MAKING TOOL

INTERESTS

What subjects do I enjoy?
What subjects might I enjoy?

Talk to present year 11 students
Talk to teachers / Heads of Departments
Read this handbook
Read subject objectives

ABILITY

What are my previous academic results?
Do I have the ability to do the subject?

Review previous results
Look at subject assessment section
Compare textbooks
Compare the research and assignments
Do I meet the prerequisites?

ATTITUDE

What is my commitment to study?
Have I developed effective study habits in Years 7-10?

Reality check
The senior phase is much more difficult than the junior phase of learning
Would I study/do homework three hours per day or would work placement be useful in combination with my chosen subjects?

GOALS

What are my long-term goals?
Do I want to go onto tertiary study?

Think about where you are headed.
What are you doing to get there?
What do you need to know or do?
What mix of General, Applied and Vocational subjects is needed in the selection to achieve these goals?

SENIOR EDUCATION AND TRAINING PLAN (SET Plan)

Choose subjects that are aligned to assist and support SET Plan goals / pathways

The underpinning principle of senior at MNSHS is the belief that we are preparing students for a constantly changing world of work and learning. The students who graduate in 2025 will, on average, have 17 different employers across 5 different careers. Through senior we will teach students not just subject content, but the skills and abilities needed to learn continuously through the next phase of their working/studying life post grade 12.

The tracking pathways we use at MNSHS allocate students to an ATAR and/or QCE Pathway. At the end of each semester, we ascertain how students are moving toward their end of Year 12 goal as articulated in their SET Plan; be that a specific ATAR score for entry into a particular course/s, the completion of a Certificate course, or attainment of a QCE our process gives the student and their family feedback on the extent of their progress and what improvement's they could make to achieve their goal.

It is important to choose senior subjects carefully as your decisions will affect the types of occupations you are able to choose immediately after Year 12. Subject choice will also affect your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow these planned steps.

Find out about career pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications that you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

Find out about the full list of subjects offered

Mackay North State High School offers the following types of subjects:

General Subjects

- These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state-wide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Senior Statement and are used in the calculation of a student's ATAR, which is used for Tertiary Entrance.
- Students who do not achieve a Sound Achievement in a Year 10 subject may find related General subjects in Year 11 and Year 12 difficult.
- Your ATAR is dependent on how well you achieve in your General subjects. You need to choose subjects in which you have the best chance of doing well and which you enjoy.
- Most General subjects have prerequisites that students need to meet in Year 10 in order to choose these subjects in Year 11. These subjects also require regular study and homework completion in order to succeed.

Applied subjects

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training work. Results in applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

Vocational Education & Training School based subjects

- A School Based subject is a subject other than a General or Applied subject, offered by a school or other educational institutions and approved by the QCAA. Recorded subjects include approved TAFE subjects or qualifications from specialist accredited agencies, eg in Hospitality, Early Childhood and Certificate courses.
- Achievements in General, Applied, VET and School Based Subjects are considered in the determination of a student's eligibility for a Queensland Certificate of education (QCE).

Choose a combination of subjects that suits your needs, abilities and future aspirations

Tertiary entrance

If you wish to study a degree or diploma courses at university or TAFE after Year 12:

- Ensure you select prerequisite subjects required for your preferred courses.
- To be eligible for an ATAR, a student must have:
  - satisfactorily completed an English subject
  - completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above.
  - accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

Vocational education

Consider taking subjects with vocational education units of competency in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to - teachers, Heads of Departments, the Guidance Officer, Deputy Principals and Principal. Don't be afraid to seek their assistance. They are all prepared to help. Remember help is available throughout your senior phase of learning.

Factors affecting Subject Availability

The ability to place you in the subjects of your choice depends upon a number of limiting factors including:

- the demand for a particular subject by sufficient numbers of students to form a class;
- the combinations of subjects selected by some students
- the number of students in the year level determines the number of classes available for each subject, the availability of resources, and teachers with subject expertise

Traps to avoid

- Do not select subjects simply because someone has told you that they 'will help you get a better ATAR'.
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.
- The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.
- QTAC will calculate ATARs based on either:
- a student's best five General (currently Authority) subject results

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

ATAR CALCULATION	
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied Subject or Certificate III or Certificate IV or Diploma or Advanced diploma

- Achieving a C or higher in a Year 12 English subject is a requirement for ATAR eligibility
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed), or English as an Additional Language.
- While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.
- ATARS' will be released securely on-line in mid-December.

Work Experience

Students complete work placement or work experience for a variety of reasons:

- Work placement is a course requirement for VET qualifications delivered by the school – Certificate III in Early Childhood Education and Care, Cert II Engineering Pathways and Certificate II in Hospitality. Classroom teachers will go through the structured work placement requirements for your subjects.
- To help students identify career paths.
- Individual interest.
- Work experience can be helpful for university entrance.

For more information re work experience students are directed to the Senior Hub.

School-based Traineeship or Apprenticeship

You may have an opportunity to begin an apprenticeship or traineeship while you are still at school. There is a very long list of possible fields, e.g., Carpentry, Engineering (boilermaker, diesel fitter), Retail, Office Administration, Hairdressing, Childcare, Hospitality, Aged Care and more.

Once you have decided on your area of interest, approach possible employers to see if they will take you on. We advertise any vacant positions on student notices and in the school newsletter.

At work: You are employed in paid work for one day per week and are enrolled through a Registered Training Organisation to complete a Certificate course, usually Certificate II or III. You will receive training to complete the competencies but will not be paid for training time. You must work for at least the equivalent of 50 full days per year so it may also involve some time during holidays or weekends. Remember though, this is paid employment!

At school: You **may** also able to study five subjects, instead of the usual six to allow more time for you to do your school-based traineeship or school-based apprenticeship. To do this you must demonstrate commitment to your traineeship/apprenticeship, commitment to your work at school and have demonstrated the independent study skills required to manage your time effectively. A meeting will be needed with the Senior School HOD and parents before a "line off" will be granted. A study plan detailing what you will be working on during the spare lessons must be submitted to the HOD of Senior Schooling and the SAT Co-ordinator before final approval will be given to drop a subject. During your spare lessons, you will be expected to catch up on the work you missed during your day at the workplace.

Can you do an ATAR course? **Yes, but you would need to do five General subjects and keep up to date with all work, while maintaining a C standard in all subjects.**

After school: There is an option for you to convert your school-based traineeship to part-time or full-time. Most school-based apprenticeships will convert to full-time at the end of year 12.

Recommendation: As this is paid employment, your SAT employment should become **your only employment**. It would be very difficult to cope with school, a SAT and another job. When you sign up, you are committing to working, studying for your SAT, being reliable and working hard at school. You can only do a SAT while you are attending school full time.

Students Graduating in 2027

Students graduating in 2027 will receive a Senior Statement and will be eligible to receive a Queensland Certificate of Education (QCE) if they complete their program of learning successfully.

What is the Senior Statement?

The Senior Statement is a student's official record of learning. It records all the learning achievements in a student's Learning Account.

What is a Learning Account?

All Year 10 students are individually registered with the Queensland Curriculum and Assessment Authority. Registration generates a LUI (Learner Unique Identification) and opens the students' learning account. The individual password given to each student in Year 10 allows them to visit their learning account and access the Career Information Service.

The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in Year 11, however you will not be able to see results for your school subjects until you finish year 12.

The Learning Account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE
- a Senior Statement
- a Vocational Education and Training (VET) Certificate
- a Queensland Certificate of Individual Achievement (QCIA) (where applicable)
- an ATAR

When do students receive the Senior Statement?

The Queensland Curriculum Assessment Authority will issue the Senior Statement if a student has met the requirements for the Queensland Certificate of Education; or is attending a state or non-state school and has banked at least one achievement in their Learning Account; and is enrolled at a school until the prescribed date at the end of Year 12.

What is the QCE?

The QCE attests to:

- a significant amount of quality assured learning.
- learning at a set standard of achievement.
- literacy and numeracy requirements.
- the student completing senior secondary.

To be eligible, students must bank at least 20 credits in their learning account. You may find the tables following on page 10 useful in further clarifying this. If there are fewer than 20 credits in a student's learning account at the end of Year 12, it will remain open and the student can continue to bank credits.

SUBJECTS ON OFFER

FACULTY	GENERAL	APPLIED	VOCATIONAL	QCE POINTS
THE ARTS				
Dance	✓	✗	✗	4
Drama	✓	✗	✗	4
Music	✓	✗	✗	4
Visual Art	✓	✗	✗	4
Visual Art in Practice	✗	✓	✗	4
BUSINESS / LOTE (Languages other than English)				
Accounting	✓	✗	✗	4
Cert II Tourism and Cert III Business	✗	✗	✓	8
Japanese	✓	✗	✗	4
COMMUNITY SERVICES				
Cert III Education School Based Support	✗	✗	✓	8
Cert III Early Childhood Education and Care	✗	✗	✓	8
ENGINEERING & INDUSTRIAL TECHNOLOGY				
Cert II Automotive Vocational Prep	✗	✗	✓	4
Cert II Electro Technology	✗	✗	✓	4
Cert II Engineering Pathways	✗	✗	✓	4
Engineering	✓	✗	✗	4
Engineering Skills	✗	✓	✗	4
Industrial Graphics Skills	✗	✓	✗	4
Industrial Technology Skills	✗	✓	✗	4
ENGLISH				
English	✓	✗	✗	4
Essential English	✗	✓	✗	4
Literature	✓	✗	✗	4
HEALTH				
Cert II Health Support Service & Cert III Health Services Assistance	✗	✗	✓	8
HEALTH & PHYSICAL EDUCATION / FITNESS				
Cert II Sport & Recreation and Cert III in Fitness	✗	✗	✓	8
Physical Education	✓	✗	✗	4
Sport and Recreation	✗	✓	✗	4
HOSPITALITY				
Cert II Hospitality	✗	✗	✓	4

SUBJECTS ON OFFER

FACULTY	GENERAL	APPLIED	VOCATIONAL	QCE POINTS
HUMANITIES				
Ancient History	✓	✗	✗	4
Legal Studies	✓	✗	✗	4
Modern History	✓	✗	✗	4
Social Community Studies	✗	✓	✗	4
Tourism	✗	✓	✗	4
INFORMATION TECHNOLOGY				
Film Television and New Media	✓	✗	✗	4
Information & Communication Technology	✗	✓	✗	4
Media Arts in Practice	✗	✓	✗	4
MATHEMATICS				
Essential Mathematics	✗	✓	✗	4
General Mathematics	✓	✗	✗	4
Mathematical Methods	✓	✗	✗	4
Specialist Mathematics	✓	✗	✗	4
SCIENCE				
Agricultural Practices	✗	✓	✗	4
Aquatic Practices	✗	✓	✗	4
Biology	✓	✗	✗	4
Cert II Sampling and Measurement and Cert III Laboratory Skills	✗	✗	✓	4
Chemistry	✓	✗	✗	4
Marine Science	✓	✗	✗	4
Physics	✓	✗	✗	4
Psychology	✓	✗	✗	4

GENERAL SUBJECTS

ACCOUNTING
General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

ACCOUNTING
General Senior Subject

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

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 — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

ANCIENT HISTORY
General Senior Subject

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

ANCIENT HISTORY
General Senior Subject

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World Topic 1 - Digging up the past Topic 2 – Vikings	**Personalities in their time** Topic 1 – Emperor Qin (Ancient China) Topic 2 – Hatshepsut (Ancient Egypt)	**Reconstructing the Ancient World** Topic 1 – Medieval Crusades Topic 2 – 5th Century (BCE) Athens	**People, power and authority** Topic 1 – The Punic Wars Topic 2 – Julius Caesar

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 responses	25%

Disclaimer: The information in this guide is accurate at time of printing. The school reserves the right to make changes to topics with the introduction of the new syllabus.

BIOLOGY
General Senior Subject

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

CHEMISTRY
General Senior Subject

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

CHEMISTRY
General Senior Subject

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	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

DANCE
General Senior Subject

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.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal 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. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

DRAMA
General Senior Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

ENGINEERING
General Senior Subject

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

ENGLISH
General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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	**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%

FILM, TELEVISION AND NEW MEDIA

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

FILM, TELEVISION AND NEW MEDIA

General Senior Subject

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

JAPANESE
General Senior Subject

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

JAPANESE
General Senior Subject

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティ— Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **— My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

LEGAL STUDIES
General Senior Subject

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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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

LEGAL STUDIES
General Senior Subject

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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	**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%

LITERATURE
General Senior Subject

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**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	**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	**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%

MARINE SCIENCE
General Senior Subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

MARINE SCIENCE
General Senior Subject

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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

Summative assessments

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

MATHEMATICAL METHODS

General Senior Subject

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

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

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

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

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

Pathways

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

MATHEMATICAL METHODS
General Senior Subject

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**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	**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			

MATHEMATICS - GENERAL

General Senior Subject

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

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

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

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

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

Pathways

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

MATHEMATICS - GENERAL
General Senior Subject

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**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	**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	**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			

MATHEMATICS - SPECIALIST

General Senior Subject

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

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

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

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

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

Pathways

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

MATHEMATICS - SPECIALIST

General Senior Subject

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

MODERN HISTORY
General Senior Subject

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

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

Objectives

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

- 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.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Topic 1 – French Revolution 1789 - 1799 • Topic 2 – Australian Frontier Wars 1788 – 1930s	**Movements in the Modern World** • Topic 1 – Australian Indigenous Rights Movement since 1967 • Topic 2 – African-American Civil Rights Movement since 1954	**National Experiences in the Modern World** • Unit 1 - Germany since 1914 • Unit 2 - Australia since 1901	**International Experiences in the Modern World** • Unit 1 - Genocides and Ethic Cleansings since 1930s • Unit 2 – Cold War and its Aftermath 1945-2014

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%

MUSIC
General Senior Subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces**.**

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

PHYSICAL EDUCATION

General Senior Subject

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

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

Objectives

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

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

PHYSICAL EDUCATION
General Senior Subject

Structure

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

PHYSICS
General Senior Subject

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

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**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	20%		
Summative external assessment (EA): 50% • Examination — combination response			

PSYCHOLOGY
General Senior Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, 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 psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

PYSCHOLOGY
General Senior Subject

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

VISUAL ART
General Senior Subject

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

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

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

APPLIED SUBJECTS

AGRICULTURAL PRACTICES

Applied Senior Subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

AGRICULTURAL PRACTICES

Applied Senior Subject

Structure

Agricultural Practices is a four-unit course of study.

Unit option	Unit title
1	Plant Agribusiness
2	Water Based Animal Production
3	Land Based Animal Production
4	Water Based Plan Production

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

AQUATIC PRACTICES

Applied Senior Subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

AQUATIC PRACTICES
Applied Senior Subject

Structure

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

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

Assessment

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

Unit	Module	Excursion /Practical	Assessment
Unit F: Marine Vessels *Navigation	1: Survival at Sea	Survival skills (pool) + NQBP / VMR / Travel Lift / MSLSC Excursion (Full day)	Applied Investigation
	2: Recreational Boating	Boating Excursion	Practical Project
Unit E: Using the Aquatic Environment *Aquariums & Aquaculture	3: Patrolling our beaches	Assessment day (Harbour Beach) (pool / classroom ongoing) + possibility of SLSQ Bronze medallion course	Practical Project
	4: Aquatic Pests & Threats	Aquaculture Excursion (Full day)	Applied Investigation
Unit A: Aquatic Ecosystems	5: Reef Life	Snorkelling skills (pool) + Reef Excursion (Full day)	Practical Project
	6: Catchments to Oceans	Mangrove Study (Full day)	Applied Investigation
Unit C: Recreational & Commercial Fishing	7: Food from the Sea	Recreational Fishing (Full day)	Practical Project
	8: Future of Fisheries	TBC	Applied Investigation

ENGINEERING SKILLS
Applied Senior Subject

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

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

ENGINEERING SKILLS
Applied Senior Subject

Structure

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

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

Assessment

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

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

ESSENTIAL ENGLISH

Applied Senior Subject

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

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

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

Pathways

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

Objectives

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

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

ESSENTIAL ENGLISH
Applied Senior Subject

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

ESSENTIAL MATHEMATICS

Applied Senior Subject

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

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

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

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

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

Pathways

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

ESSENTIAL MATHEMATICS
Applied Senior Subject

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**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. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

INDUSTRIAL GRAPHIC SKILLS

Applied Senior Subject

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

INDUSTRIAL GRAPHIC SKILLS

Applied Senior Subject

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting 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 draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

INDUSTRIAL TECHNOLOGY SKILLS

Applied Senior Subject

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

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

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.

Objectives

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

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

INDUSTRIAL TECHNOLOGY SKILLS

Applied Senior Subject

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Assessment

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

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

INFORMATION & COMMUNICATION TECHNOLOGY

Applied Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option 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 & Communication Technology are:

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

MEDIA ARTS IN PRACTICE

Applied Senior Subject

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** 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
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

SOCIAL COMMUNITY STUDIES

Applied Senior Subject

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

SOCIAL COMMUNITY STUDIES

Applied Senior Subject

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	***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
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	***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

SPORT & RECREATION

Applied Senior Subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

SPORT & RECREATION
Applied Senior Subject

Structure

Course Overview Structure

Sport and Recreation is designed around four units of work.(*proposed at this stage subject to approval)

Year 11				Year 12			
Unit Option F Emerging trends in sport, fitness and recreation		**Unit Option G Event Management**		**Unit Option D Coaching and officiating**		**Unit Option H Fitness for Sport and Recreation**	
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
– trends in Fitness – emergence of e-sports – rise of urban sports	– strategies / changes to traditional sports	– introduction to types of sports tournaments – participation in sports tournaments	– strategies to create, advertise and run a sports tournament	– types of coaches – philosophy of coaching – introductory coaching course – coaching a team	– strategies / changes to personal coaching / officiating – referees course	– components of fitness – fitness testing – developing a personalised fitness program	- strategies / changes to fitness training

Assessment
For Sport & Recreation, assessment from Units 1 and 2 are used to determine the student's interim Year 11 result, and consists of four instruments

• two projects
• two performances

Unit Option F Emerging trends in sport, fitness and recreation		**Unit Option G Event Management**	
Assessment		**Assessment**	
F1 **Performance** -students participate in the practical lessons focusing on developing, implementing and evaluating strategies to improve performance **Response requirements** **Performance :** Performance: up to 4 minutes **Investigation, plan and evaluation :** Written: up to 500 words	F2 **Project** **-**students investigate, plan, implement and evaluate a strategy to achieve an identified outcome in a traditional sport **Response requirements** **Investigation and session plan** • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** • Written: up to 500 words	G1 **Performance** -students participate in the practical lessons focusing on developing, implementing and evaluating strategies to improve performance **Response requirements** **Performance :** Performance: up to 4 minutes **Investigation, plan and evaluation :** Written: up to 500 words	G2 **Project** **-**students investigate, plan, implement and evaluate a strategy to create and run a sports tournament **Response requirements** **Investigation and session plan** • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** • Written: up to 500 words

SPORT & RECREATION
Applied Senior Subject

In Units 3 and 4 students complete four summative assessments to determine the students exit result
• two projects
Two performances

Unit Option D **Coaching and officiating**		**Unit Option H** **Fitness for Sport and Recreation**	
Assessment		**Assessment**	
D1 **Project** -students investigate, plan, implement and evaluate a strategy to achieve an identified outcome in coaching / officiating **Response requirements** **Investigation and session plan** • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** • Written: up to 500 words	D2 **Performance** -students participate in the practical lessons focusing on developing, implementing and evaluating strategies to improve performance **Response requirements** **Performance :** Performance: up to 4 minutes **Investigation, plan and evaluation :** Written: up to 500 words	H1 **Project** -students investigate, plan, implement and evaluate a strategy to achieve an identified outcome fitness for sport **Response requirements** **Investigation and session plan** • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** • Written: up to 500 words	H2 **Performance** -students participate in the practical lessons focusing on developing, implementing and evaluating strategies to improve performance **Response requirements** **Performance :** Performance: up to 4 minutes **Investigation, plan and evaluation :** Written: up to 500 words

*** Please note the written requirement for every assessment in the new course**

TOURISM
Applied Senior Subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
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 traveller 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

VISUAL ARTS IN PRACTICE

Applied Senior Subject

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

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

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.

Objectives

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

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

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

VOCATIONAL SUBJECTS

AUR20720 Certificate II in Automotive Vocational Preparation

This is an introductory qualification which covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components, systems of vehicles and powered equipment. The course will suit students who enjoy mechanical processes and problem solving and may lead to employment in the broader automotive industry.

Course Duration: 1 school year
Work Experience: 15 days minimum
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $280 (includes materials used, work placement fees & excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Senior Students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

Competency code	Competency title	C/E
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	C
AURAFA103	Communicate effectively in an automotive workplace	C
AURAFA104	Resolve routine problems in an automotive workplace	C
AURASA102	Follow safe working practices in an automotive workplace	C
AURETR103	Identify automotive mechanical systems and components	C
AURTTK102	Use and maintain tools and equipment in an automotive workplace	C
AURLTA101	Identify automotive mechanical systems and components	C
AURETR006	Solder electrical wiring and circuits	E
AURTTA002	Assist with automotive workplace activities	E
AURETR115	Inspect test and service batteries	E
AURTTA127	Carry out basic vehicle servicing operations	E
AURLTJ113	Remove, inspect and refit light vehicle wheel and tyre assemblies	E

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 48980333.

171 Boundary Road, Ooralea 4740
PO Box 5667, Mackay Mail Centre 4740
Ph. 07 4898 0333 Fax. 07 4898 0300
www.mec.eq.edu.au
principal@mec.eq.edu.au

UEE22020 Certificate II in Electro-technology (Career Start)

The course is ideal for students wanting to gain an insight into the electrical industry and the course will suit students who enjoy problem solving, working with technology and who want a career in the Electrotechnology industry.

Course Duration: 1 ½ school years. Commencement start of Year 11.
Work Experience: Minimum 25 days – 1 week per term (over 1 ½ years)
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $400.00 (includes materials, work placement fees, excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

COMPETENCY CODE	COMPETENCY TITLE
UEECD0007	Apply Work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single paths circuits
UEECD0052	Use of routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
CPCWHS1001	Work safely in the construction industry
HLTAID001	Provide cardiopulmonary resuscitation
UEECD0034	Produce routine tools/devices for carrying out energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electro technology equipment
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEECO0002	Maintain documentation
UEERE0021	Provide basic sustainable energy reduction in residential premises

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 48980333.

171 Boundary Road, Ooralea 4740
PO Box 5667, Mackay Mail Centre 4740
Ph. 07 4898 0333 Fax. 07 4898 0300
www.mec.eq.edu.au
principal@mec.eq.edu.au

MEM20422 Certificate II in Engineering Pathways

This course provides students with a range of introductory vocational skills for in a variety of engineering and manufacturing environments. Students will have an array of opportunities to enhance their work readiness in an applied learning environment which may assist in securing an apprenticeship.

Course Duration: 2 school years (1 day per week)
Work Experience: Minimum 50 days (1 to 2 weeks per term) over 2 years
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $470.00 per year approx. (includes materials, work placement fees, excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who met the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

Competency Code	Competency Title	Planned Commencement	
		1st year	2nd year
MEM13015	Work safely and effectively in manufacturing and engineering	✓	
MEMPE005	Develop a career plan for the engineering & manufacturing industry	✓	
MEMPE006	Undertake a basic engineering project	✓	
MSMENV272	Participate in environmentally sustainable work practices		✓
MEM16006	Organise and communicate information		✓
MEM18001	Use hand tools	✓	
MEM18002	Use power tools/ handheld operations	✓	
MEMPE001	Use engineering workshop machines		✓
MEMPE002	Use electric welding machines	✓	
MEM11011	Undertake manual handling		✓
MEMPE007	Pull apart and reassemble engineering mechanism	✓	
MEMPE003	Use oxy/acetylene and soldering equipment	✓	

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 48980333.

171 Boundary Road, Ooralea 4740
PO Box 5667 Mackay Mail Centre 4740
Ph. 07 4898 0333 Fax. 07 4898 0300
www.mec.eq.edu.au
principal@mec.eq.edu.au

CHC30121 Certificate III in Early Childhood Education and Care

Course Details

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgment to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.auAll persons (Employees and Volunteers) will require a Blue Card https://www.bluecard.qld.gov.au/

To achieve this qualification, the individual must have completed **a total of least 160 hours of work in a regulated children's education and care service in Australia** as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Student Selection	**Persons with the language, literacy & numeracy skills to fulfil their job role & complete course AND students must meet industry vaccination mandates**

Job Roles	Course Pathways
Early Childhood Educator	CHC30121 is a prerequisite for Diploma of Early Childhood Education and Care .

Mackay North State High School delivers the Certificate III in Early Childhood Education and Care in partnership with and under the direct guidance of Cairns Training Academy.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role
Student Intake	As per individual school VET enrolment policy
Delivery Mode	As per individual school VET timetable and chosen VET delivery mode
Course Duration	As per individual school VET timetable over years 10 to 12

Fees

Details of fees are supplied in the course pre-enrolment induction and in the information brochure for each course and are discussed prior to enrolment. Please consult with the course adviser at your school for further information. Students must pay their fees as requested by their school usually on a term-by-term basis to ensure enrolment remains open and current. This includes: * This information of this course is subject to change

- Students pay as they go across a maximum of seven terms.
- Students MUST enrol in the course they are accessing and remain financial throughout their enrolment.
- All fees must be paid before students gain their qualification and /or other results.
- All fees must be paid before student data is submitted into the AVETMISS database.

Funded Training - CTA abides by State and Commonwealth Government contractual requirements relating to any student fee contribution and or full or partial exemption of fees for funded courses and any other conditions relating to funding including any fees paid in advance if this should occur in relevance to VETiS.

Refund Policy - CTA strives at all times to be fair and equitable to students. Our policy does not provide for refunds once a school notifies CTA of your enrolment intentions. This is due to the course already being heavily discounted through the partnership arrangement with your school. However, you can cancel your enrolment at any time however your term fees that have already been paid will not be refunded. Be assured though you do not have to pay any further fees to CTA upon CTA being in receipt of your student cancellation form.

Circumstances where a refund is automatic.

- CTA enrols students and accepts their fees, then cancels the course.

Additional Fee Charges:

- School students who are still enrolled after graduating from school will revert to normal course fee status.
- Reissuing of results and qualifications will incur a $55.00 fee.

Resources

Online delivery - Learning and assessment resources are available online 24/7.

Outcome

On successful completion of all units within this qualification, participants:

- May receive a Certificate III in Early Childhood Education and Care (dependent on the success of completion)
- May be awarded up to 8 QCE points.
- Can seek employment as a qualified Educator.
- Could benefit from enhanced tertiary options as the CHC30121 Certificate lll may contribute to your ATAR
- Diploma eligible as CHC30121 is a pre-requisite for CHC50121 Diploma of early childhood education and care

Industry Placement

Students enrolling in this program will be required to demonstrate their skills during a **minimum, mandatory 160 hours of placement in a regulated early childhood education and care service in Australia.**

How is the Course Delivered & Assessed?

Teachers (School-based trainer/assessors) will deliver the training and assess competence following the RTO (Cairns Training Academy) procedures. Students will access learning resources and assessments on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a regulated Early Childhood setting during 160 hours of mandatory placement. Teachers (School-based trainer/assessors) will determine competence against each unit by following CTA guidelines which includes through gathering evidence from the workplace supervisor that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Credit Transfer (CT)

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit(s) of competency you are seeking credit for.

Units (15 Core units plus 2 Elective units)

Unit Code	Unit Title	
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support Children's health, safety and well being	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander people culture	Core
CHCECE055	Meet legal and ethical obligations in children's education and Care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT025	Identify and report children and young people at risk	Core
HLTAID012	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in work health and safety	Core
HLTFSE001	Follow basic food safety practices	Elective
CHCPRP003	Reflect on and improve own professional practice	Elective

CHC30221 Certificate III in Education School Based Support

Course Details

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

Education support workers work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation. To achieve this qualification, **the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency.** The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. Education setting - Classroom settings in primary or secondary schools, as defined by State/Territory legislation

Student Selection	**Persons with the language, literacy & numeracy skills to fulfil their job role & complete course AND meet industry vaccination mandates**

Job Roles	**Course Pathways**
Teacher-aide	Certificate IV in Education Support.

Mackay North State High School delivers the Certificate III in School Based Education Support in partnership with and under the direct guidance of Cairns Training Academy.

Student selection	Persons with the Language, Literacy and Numeracy skills to fulfill their job role
Student Intake	Students MUST enrol in the course they are accessing and remain financial their enrolment
Delivery Mode	On-line as per school timetable
Course Duration	As per individual school VET timetable during years 10 to 12

Fees

Details of fees are supplied in the course pre-enrolment induction and in the information brochure for each course and are discussed prior to enrolment. Please consult with the course adviser at your school for further information.
Students must pay their fees as requested by their school usually on a term by term basis to ensure enrolment remains open and current. This includes:

- Students pay as they go across a maximum of seven terms.
- Students MUST enrol in the course they are accessing and remain financial throughout their enrolment.
- All fees must be paid before students gain their qualification and /or other results.
- All fees must be paid before student data is submitted into the AVETMISS database.

Funded Training - CTA abides by State and Commonwealth Government contractual requirements relating to any student fee contribution and or full or partial exemption of fees for funded courses and any other conditions relating to funding including any fees paid in advance if this should occur in relevance to VETiS. * **This information is subject to change**
Refund Policy - CTA strives at all times to be fair and equitable to students. Our policy does not provide for refunds once a school notifies CTA of your enrolment intentions. This is due to the course already being heavily discounted through the partnership arrangement with your school. However, you can cancel your enrolment at any time however your term fees that have already been paid will not be refunded. Be assured though you do not have to pay any further fees to CTA upon CTA being in receipt of your student cancellation form.
Circumstances where a refund is automatic

- CTA enrols students and accepts their fees, then cancels the course.

Additional Fee Charges:

- School students who are still enrolled after graduating from school will revert to normal course fee status.
- Credit transfer from other RTO providers (First Aid exempted) will incur a $10 fee.
- Reissuing of results and qualifications will incur a $55.00 fee

Resources

On-line delivery – Learning and assessment resources are available 24/7

Outcome

- On successful completion of all units within this qualification, participants:
- May receive a Certificate III in Education School-based Support (dependent on success of competency)
- May be awarded up to 8 QCE points
- Can seek employment as a teacher-aide
- May benefit from enhanced tertiary options as the certificate could contribute to ATAR

Industry Placement

Students enrolling in this program will be required to complete aa minimum of 100 hours of Industry Placement.

How is the Course Delivered & Assessed?

Teachers (School-based trainer/assessors) will deliver the training and assess competence under the guidance of the RTO; Cairns Training Academy. Students will access learning resources on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a classroom within a school. Teachers will determine competence against each unit by following CTA guidelines which includes gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Credit Transfer (CT)

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit of competency you are seeking credit for.

Units (10 Core units plus 5 Electives units)

Unit Code	Unit Title	
CHCDIV001	Work with diverse people	Core
CHCEDS033	Meet legal and ethical obligations in an education support environment	Core
CHCEDS034	Contribute to the planning and implementation of educational programs	Core
CHCEDS035	Contribute to student education in all developmental domains	Core
CHCEDS036	Support the development of literacy and oral language skills	Core
CHCEDS037	Support the development of numeracy skills	Core
CHCEDS060	Work effectively with students and colleagues	Core
CHCEDS059	Contribute to the health, safety and wellbeing of students	Core
CHCEDS057	Support students with additional needs in the classroom environment	Core
CHCEDS061	Support responsible student behaviour	Core
HLTAID0011	Provide Fist Aid	Elective
CHCPRT025	Identify and report children and young people at risk	Elective
HLTWHS001	Participate in workplace health and safety	Elective
CHCEDS048	Work with students in need of additional learning support	Elective
CHCEDS041	Set up and sustain learning areas	Elective

HLT33115

Certificate III in Health Services Assistance

Designed for senior high school students to develop entry-level skills in the Health Industry.

The HLT33115 Certificate III in Health Services Assistance equips students with foundational knowledge and skills to support health professionals in client care, with elective units contextualized for a secondary school environment.

Course Length:	6 months to 1 Year
Designed For:	Year levels 11 or 12
Study Mode:	Classroom and project-based learning, online learning (self-study)
Payment Options:	Fee for service * Information is subject to change
Units of Competency:	15 Units (7 Core and 8 Elective Units)
QCE Credit Outcome:	Maximum of 8 QCE Credits

- **6 months to 1 Year Program**
- **Nationally Recognised Qualifications**

Connect 'n' Grow®
A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION
RTO 40518

Nationally Recognised Training

Skills Assure

What students achieve

- HLT33115 Certificate III in Health Services Assistance
- Nationally recognised qualification
- QCE credits towards Senior Certificate of Education (QCE)
- First Aid and CPR Certificate
- Pathway into further study and employment

Skills acquired

- Recognise healthy body systems
- Interpret and apply medical terminology
- Working with diverse people
- Health promotion
- Conducting health checks
- Infection control
- Customer service
- Individualised support

Pathways to further study

A range of other certificate level qualifications in:

- Health
- Community Services
- Disability
- Aged Care
- Health administration

Tertiary level qualifications:

- Bachelor Degree

Employment

Health Services Assistance reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. This qualification involves the worker in direct client contact under supervision.

Want to know more?

Scan the QR code or contact us:

schools@connectngrow.edu.au

1300 283 662

SCAN ME!

SIT20322 Certificate II in Hospitality - Student subject selection information

RTO Details	Blueprint Career Development RTO # 30978 1300 851 550 www.blueprintcd.com.au
Qualification	SIT20322 Certificate II in Hospitality
Vocational and educational training in Schools funding (VETiS) funded by the Queensland Government	The VET investment budget provides students with funding to complete one VETiS qualification whilst attending school (grade 10,11,12). Blueprint Career Development is an approved supplier under this agreement and offers training to eligible students under this funding program, **free of charge.** You are still able to enrol in the course if you have used your VETiS Funding or do not meet the eligibility criteria. The cost is $1200. *This information is subject to change. **Eligibility criteria** You are an Australian citizen or New Zealand citizen permanently residing in Queensland. If you are a permanent resident, you are eligible upon the presentation of immigration documents. **School fee: $200** to cover cost of training and assessment requirements eg. Ingredients, PPE, hygiene and safety. **Please refer to the Queensland Government's student fact sheet developed specifically for VETiS program:** https://desbt.qld.gov.au/training/providers/funded/vetis
Course length	18 months Click here to see what see what you will experience during this course https://youtu.be/oElVwfHDkpA
Pre-requisites	There are no pre-requisites for this qualification.
Reason to study Hospitality	Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry.

SIT20322 Certificate II in Hospitality - Student subject selection information

<table>
<tr><td></td><td colspan="3">This course includes SITHFAB002 Provide responsible service of alcohol (RSA) which can help you gain employment.

QCE points: Successful completion of the Certificate II in Hospitality contributes four (4) credits towards QCE points</td></tr>
<tr><td>Career pathways and further studies</td><td colspan="3">Career Pathways include café attendant, catering assistant, food and beverage attendant, apprentice chef.
Further study could occur in Certificate III in Hospitality (SIT30616), Certificate III in Commercial Cookery (SIT30813) or a Bachelor of Business (Hospitality & Tourism Management).</td></tr>
<tr><td>Course Outline</td><td colspan="3">SIT20316 Certificate II in Hospitality: 12 units must be completed. (6 core units and 6 elective units)</td></tr>
<tr><td></td><td>YEAR 11
SEMESTER 1</td><td>Use hygienic practices for food safety
Participate in safe work practices
Prepare simple dishes
Work effectively with others</td><td>Online theory and class work – Costings and order food, workplan preparation and principles of plate selection and food positioning
Practical skills – Knife skills, preparing simple dishes (e.g. salads, pasta dishes, soups, preparing a cold buffet)
Hygiene skills - Evaluating kitchen cleanliness and creating cleaning schedules Practical kitchen cleaning and sanitizing.
Teamwork – How to work in a team and allocation of tasks</td></tr>
<tr><td></td><td>YEAR 11
SEMESTER 2</td><td>Prepare and serve non-alcoholic beverages
Prepare sandwiches
Interact with customers
Prepare and serve espresso coffee
Serve food and beverage</td><td>Online theory and class work – Laying tables, service cycle, plate carrying and clearing. Cleaning and maintaining the espresso machine. Communicating with customers and colleagues
Group practical function preparation - Source recipes and develop recipe book, costing and food orders for sandwiches such as. wraps, open grills, BLT, steak sandwiches, burgers, finger sandwiches
Practical skills (Coffee Shop) - Set up, making coffee (e.g. black, macchiato, affogato, cappuccino, latte), presenting food, taking and serving orders and end of shift cleaning</td></tr>
<tr><td></td><td>YEAR 12
SEMESTER 3</td><td>Cultural and social diversity
Hospitality knowledge, including RSA
Gain hospitality experience</td><td>Online theory and class work – Cultural inclusion, anti-discrimination laws, and teamwork.
Practical skills - SITHFAB002 Provide responsible service of alcohol unit so students can gain employment in beverage service.</td></tr>
</table>

SIT20322 Certificate II in Hospitality - Student subject selection information

Assessments	Assessment will be competency based and clustered units may be part of the assessment to reflect real work scenarios and activities. Students will participate in a variety of assessment tasks which may include observation with check lists, product resulting from an activity, questioning (written, oral or portfolio), and reports from workplace supervisor. Assessment may be conducted at the school using a simulated work environment. Functions will occur and at times, these may occur out of class time.
Work Placement	Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Shifts that need to be done at local venues, some during school hours and some outside school hours. You may be on vocational placement during any part of this semester as approved by the school and upon the completion of VETiS Vocational Placement insurance forms (available from the school).
Clothing requirements	White shirt, black pants or skirt and black covered footwear.
School point of contact	Romana Wallace, Head of Department Vocational Education and Training, rwall113@eq.edu.au

* The information of this course is subject to change

ABC Training and Consulting
RTO number #5800
Mackay North State High School
www.abconsulting.edu.au

Course Description:	These courses will teach you the skills and knowledge required to perform a range of sampling and measurements activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors. Successful completion of this course will provide students with a nationally recognised qualification and provide credits toward their Queensland Certificate of Education (QCE) Refer to training.gov.au for specific information about the qualifications.
Duration:	This is a 12 month course in Years 10 and 11
Location:	Delivers onsite at Mackay North State High School in Partnership with ABC Training and Consulting (RTO #5800)
Delivery Mode:	Combination of online, class-based tasks and practical components in a laboratory environment at school
Career Pathways:	Successful completion of these two qualifications could lead to employment outcomes in manufacturing, healthcare, mining, agriculture, pharmaceutical, construction, medical and veterinary

MSL20118 Certificate II in Sampling and Measurement

QCE Points	Maximum QCE Points = 4 (FOUR)
Entry Requirements:	Pass in Science and Mathematics subject in year 10
Fees:	This program is fully funded by the Queensland Government VET Investment Budget for eligible students. If a student is not eligible for VETiS funding a Fee for Service (FFS) arrangement of $1,900. This heavily reduced price includes the enrolment fee.

MSL30118 Certificate III in Laboratory Skills

QCE Points	Maximum QCE Points = 2 (TWO)
Fee:	An additional $500 to complete remaining 5 units of competency

Further Information

Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 8 (and additional 5 for Cert III) units of competency will be awarded a Qualification and a record of results by ABC Training & Consulting. Students who achieve at least
one unit of competency (but not the full qualification) will receive a Statement of Attainment

Units of Competency

Unit Code	Title	MSL20118	MSL30118
MSL912001	Work within a laboratory or field workplace (induction)	C	E (B)
MSL943004	Participate in laboratory or field workplace safety	C	C
MSL952001	Collect routine site samples	E (A)	E (B)
MSL972001	Conduct routine site measurements	E (A)	E (B)
MSL922001	Record and present data	C	C
MSL973013	Perform basic tests	E (B)	E (A)
MSL933008	Perform calibrations checks on equipment and assist with its maintenance	E (B)	E (A)
MSMENV272	Participate in environmentally sustainable work practices	C	C
MSL913003	Communicate with other people		C
MSL913004	Plan and conduct laboratory field work		C
MSL933006	Contribute to the achievement of quality objectives		C
MSL973014	Prepare working solutions		E (A)
MSL933005	Maintain the laboratory/field workplace fit for purpose		E (A)

2026 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

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).

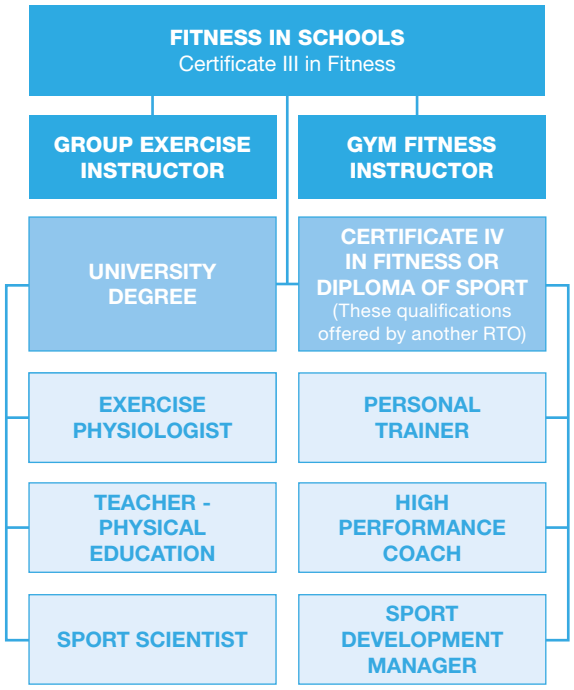
Students facilitate programs within their school community including:

- 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)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- 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.

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

Skills Assure
Proud to be a Queensland Government subsidised training provider

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

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: 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:
Standalone Qualification -15 Units
Dual Qualification - Additional 4 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):
$495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00)
(+ First Aid $75.00)

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, Laws and Legislation

PROGRAMS
- Assist with Delivering Coaching Sessions (Supervisor Delivery)
- Plan and Deliver Coaching Sessions (Student Delivery)

TERM 2

TOPICS
- Introduction to Community Programs
- Introduction to Conditioning Programs

PROGRAMS
- Community SFR Program (Student Delivery)
- Participate in Conditioning Sessions (Supervisor Delivery)

TERM 3

TOPICS
- Working in the SFR Industry - WHS and Provide Quality Service
- Introduction to Anatomy and Physiology - The Cardiovascular System

PROGRAMS
- Plan and Deliver Group Conditioning Sessions
- Plan and Deliver a One-on-one Cardio Program

TERM 4

TOPICS
- Introduction to Anatomy and Physiology - The Musculoskeletal System
- First Aid Course: HLTAID011 Provide First Aid

PROGRAMS
- Recreational Group Exercise Program

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20122 CERTIFICATE II IN SPORT AND RECREATION

TERM 5

TOPICS
- Anatomy and Physiology - Body Systems and Exercise
- Health and Nutrition Consultations

PROGRAMS
- One-on-One Gym Program (Adolescent Client)
- Plan and Conduct Sessions (Scenario Clients)

TERM 6

TOPICS
- Screening and Health Assessments
- Specific Population Clients (including Older Adults)

PROGRAMS
- Fitness Orientation Program: Client Orientation
- Group Training Program: Plan and Conduct a Group Session

TERM 7

TOPICS
- N/A (Practical Term)

PROGRAMS
Group Exercise and Gym-based One-on-One and Group Sessions:
- Female and Male Adults aged 18+; and
- Older adults aged 55+

UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

2026 EDITION

BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

The Certificate II in Tourism entry qualification provides a pathway to work in many tourism and travel industry sectors including travel agencies, holiday parks and resorts, attractions, and any small tourism business. The Certificate III in Business qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business and tourism environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Participation in a Tourism-related industry discovery

SKILLS ACQUIRED

- Customer service
- Source and present information
- Personal and teamwork effectiveness
- Critical and creative thinking
- Inclusivity and effective communication
- WHS and sustainability
- Business technology and documentation
- Source and present information

CAREER PATHWAYS

WHAT DO STUDENTS ACHIEVE?

- BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism (max. 10 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

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

Binnacle Training
RTO CODE 31319

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

Binnacle Training 2026 Course Snapshot

BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Units of Competency:
Dual Qualification - 21 Units (plus 2 Optional Additional 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):
$395.00 per person (Cert II qualification = $345.00 + Cert III Gap Fee = $50.00)

QCE Outcome:
Maximum 10 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 Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Tourism **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Source, Use and Present Information on the Tourism and Travel Industry › Public Activities and Events › Business Software Applications and Research **PROJECTS** › Business Start-Up Research › Tourism Industry Research › Present Information at an Industry Event
TERM 3	**TOPICS** › Providing Information to Visitors and Customers › Interacting with Customers › Showing Social and Cultural Sensitivity in the Tourism Industry **PROJECTS** › Go! Travel 'VIP' Information Evening › Interact with Customers at the Go! Travel Agency › Show Social and Cultural Sensitivity in the Tourism Industry
TERM 4	**TOPICS** › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › WHS Processes at the 'Go! Regional' Travel Expo
QUALIFICATION SCHEDULED FOR FINALISATION **SIT20122 CERTIFICATE II IN TOURISM**	
TERM 5	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 6	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7 PART 1	**TOPICS** › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal
TERM 7 PART 2 (Optional)	**TOPICS** › Designing and Producing Presentations **PROJECTS** › Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*