SENIOR CURRICULUM GUIDE 2025-2026

CREATING *Bright* FUTURES

2025 SENIOR CURRICULUM GUIDE

This book is a guide to the General, Applied, and Vocational Education and Training subjects on offer at Everton Park State High School in Years 11 and 12 in 2025.

Within this book, you will find a table of contents, Senior Schooling information and details about each subject offered in Physical Education and Technologies, the Arts, Humanities and Languages, Science, Mathematics and English.

Please use this book to take a deeper look at all the subjects on offer. If you need further information, the following staff will be able to assist and are contactable through Senior.School@evertonparkshs.eq.edu.au.

Position	Name
Head of Department Senior School and Vocational Education and Training (VET)	Cecilia Kovacic
Year 11 and 12 Deputy Principal (Senior School)	Amanda Deen
Year 10 Deputy Principal	Anita Winkler
Year 10 Head of Year	Carolyn Cox
Guidance Officer	Prina Scott
Head of Special Education Services	Paul Latham
Head of Department English and the Arts	Ben Thompson
Head of Department Mathematics and Science	Grant Smith
Head of Department Physical Education and Technologies	Nikki DeVantier
Head of Department Humanities and Languages	Nicholas Grech

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PRINCIPAL'S MESSAGE

This booklet is for those of you who are about to complete Year 10, and for your parents/carers to understand the subjects the school will offer next year.

You are at the point where you must start making some decisions about your subjects aligned to your plans for your future. It is important that you put a lot of thought into considering possible career options. You will need to base your career decisions on a good understanding of yourself, as well as on what you hope to gain from a career. Your decisions will affect the type of work you do, whether you find the work interesting, the hours you work, and how much money you will make from your work.

The subjects you study in Years 11 and 12 will provide one of the bases for your career and study directions after you leave school. The information provided in this book will help you in making this decision.

Choose your subjects according to the following:

- Subjects you **enjoy**.
- Subjects in which you **do well**.
- Subjects that keep your options open and are **aligned** to your career goals.

Do *not* choose your subjects for the following reasons:

1. *'Your friend is taking that subject.'* Your friends are different from you, with different interests, skills, and goals. Be yourself and trust your own judgement.

2. *'You do/don't like the teacher.'* There is no guarantee that you will have any particular teacher next year.

3. *'Someone told you that you do/do not need that subject for the course you want to take at uni.'* Check *Tertiary Prerequisites,* see the Guidance Officer or Head of Department Senior School.

Everton Park State High School creates a dynamic, contemporary, and future-oriented learning environment where every student is empowered to become a responsible, global citizen. Your decisions will impact your future pathways. Take the opportunities the school has to offer and speak with your parents/carers before you make your final decision in selecting your subjects for next year.

This collaborative partnership between students, parents/carers and the school is important in creating your own bright future.

Regards

Rick O'Connor
Principal

PREAMBLE

Everton Park State High School is committed to providing a breadth of opportunities and programs for Senior School students to ensure they create their own bright future. The school will challenge students at all levels, support them in setting and attaining realistic personal academic goals, and remain committed to excellence at all times. It will also guide students in selecting and attaining credentials from a variety of pathways for a successful post-school transition.

Teachers and support staff will also support all students throughout their senior years at the school. They share the responsibility with parents/carers and students for assisting each student in attaining their educational goals.

Senior students need to be self-motivated and mature in their approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the year group and achieve their very best.

Policy
- The school will provide access to a range of high-quality academic and vocational study options to meet the needs of students.
- The school staff will assist with personal monitoring and goal setting for all students in support of the students' academic and vocational pursuits.
- Students will be expected to approach their studies in a diligent manner, access available support services if needed, and be accountable for their actions and responsible for their learning.
- Parents and carers will be expected to support their children and work collaboratively with the school.
- Each Year 10 student will participate in a senior education and training planning process beginning with the submission of an individual Student Education and Training (SET) Plan. The plan will be endorsed by their parents/carers and will become operational for the student once approved by the school.
- There are recommended prerequisites for senior subjects. These will be applied in a way:
    a) that they do not unreasonably limit realistic future options for a student
    b) which takes account of the needs and circumstances of each student.
- Teachers will implement, in consultation with the student and their parents/carers, a targeted support plan for students who achieve less than a 'C' grade (or VET equivalent) in any senior subject at the end of a unit. If a student does not achieve the agreed outcomes of the plan, the school may require the student to amend or change subjects or courses.
- Parents and carers are to ensure all invoices are paid in full, or a payment plan is set up, for students to enrol in subjects with a levy or VET subjects. Contact the Business Manager to discuss.

Failure to comply with the requirements of this policy will be considered a breach of the school's expectations. In addition, students whose behaviour amounts to a refusal to participate in the education program may have their enrolment cancelled.

EDUCATION ACRONYMS

Acronym	Meaning
ATAR	Australian Tertiary Admission Rank
BSDE	Brisbane School of Distance Education
CSDE	Cairns School of Distance Education
LUI	Learner Unique Identifier
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Attainment
QTAC	Queensland Tertiary Admissions Centre
RTO	Registered Training Organisation
SAT	School-based Apprenticeship and Traineeship
SET Plan	Senior Education and Training Plan
VET	Vocational Education and Training
USI	Unique Student Identifier

GUIDELINES FOR SUBJECT SELECTION IN YEARS 11 AND 12

The transition into Year 11 is an exciting stage of a student's educational journey at Everton Park State High School. It is important that you have a clear and detailed understanding of what our school offers in this phase of learning. Our curriculum offerings are designed to meet a range of needs that create pathways to further study, training, or employment. The offerings support your development as a person and a learner.

PATHWAYS

At the end of Year 10, all students face a range of options and choices. These options include:
- Continued enrolment at Everton Park State High School participating in senior studies, which could include academic pathways, vocational pathways, or a combination of both, including school-based Apprenticeships and Traineeships (SATs). At the successful completion of this study, students will be awarded a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Attainment (QCIA). Eligible students will also be awarded an Australian Tertiary Admissions Rank (ATAR).
- Further studies at other institutions, for example, TAFE, other Registered Training Organisations (RTO)
- Fulltime apprenticeships/traineeships
- Working more than 25 hours per week in a permanent employment position.
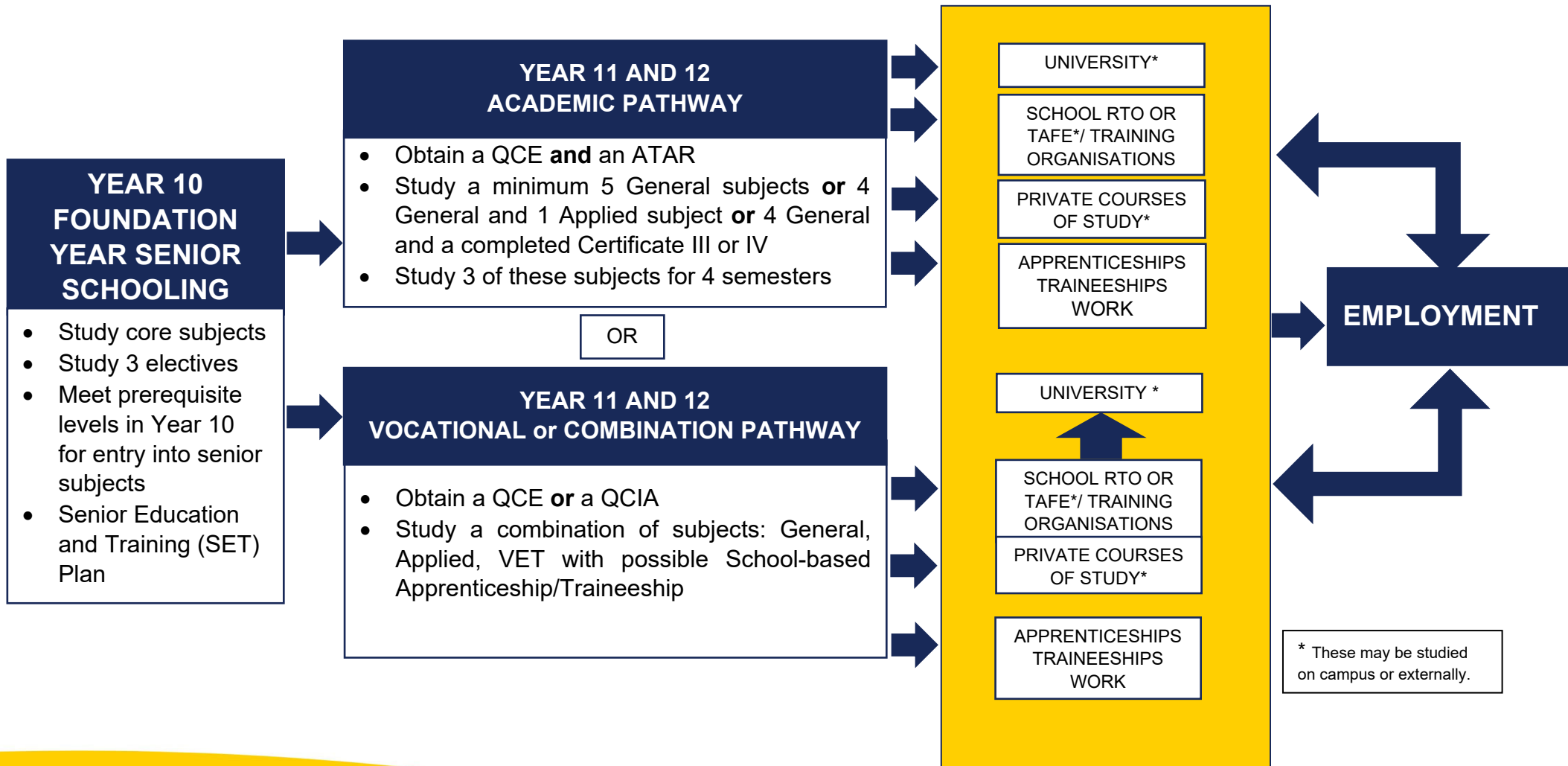
SUBJECT GUIDE

This booklet is a guide for students progressing to Year 11 at Everton Park State High School. It explains the senior phase of schooling and sets out the details of our potential Year 11 and 12 courses for 2025 - 2026. The program of learning offered to students is controlled by the Queensland Curriculum and Assessment Authority (QCAA) and Registered Training Organisations.

Students will choose subjects for a two-year period. Therefore, it is important to carefully consider subject choices. The task of selecting a pathway and course of study in Senior is not easy, and we encourage parents/carers to be involved in this decision–making process. Please consult members of the school staff about these very important decisions.

The selection of subjects should be made only after careful research and consideration, as the decisions made will have a major influence on career pathways. They influence success at school and feelings about school. Even though there are many factors to consider, choosing a course of study can be made easier if the task is approached calmly and logically and follows a set of planned steps.

YEAR 10 FOUNDATION YEAR SENIOR SCHOOLING

- Study core subjects
- Study 3 electives
- Meet prerequisite levels in Year 10 for entry into senior subjects
- Senior Education and Training (SET) Plan

YEAR 11 AND 12 ACADEMIC PATHWAY

- Obtain a QCE **and** an ATAR
- Study a minimum 5 General subjects **or** 4 General and 1 Applied subject **or** 4 General and a completed Certificate III or IV
- Study 3 of these subjects for 4 semesters

OR

YEAR 11 AND 12 VOCATIONAL or COMBINATION PATHWAY

- Obtain a QCE **or** a QCIA
- Study a combination of subjects: General, Applied, VET with possible School-based Apprenticeship/Traineeship

UNIVERSITY*

SCHOOL RTO OR TAFE*/ TRAINING ORGANISATIONS

PRIVATE COURSES OF STUDY*

APPRENTICESHIPS TRAINEESHIPS WORK

UNIVERSITY *

SCHOOL RTO OR TAFE*/ TRAINING ORGANISATIONS

PRIVATE COURSES OF STUDY*

APPRENTICESHIPS TRAINEESHIPS WORK

EMPLOYMENT

* These may be studied on campus or externally.

TYPES OF SUBJECTS & ASSESSMENTS

What types of subjects are offered?
Everton Park State High School offers *three* types of subjects:
- General subjects
- Applied subjects (including Applied Essentials)
- Vocational Education and Training (VET)

	For those interested in:	Subject organisation	Assessment
General subjects	Tertiary studies; vocational education and training; employment	Units 1 to 4 contribute to QCE. Units 3 & 4 are summative and contribute to ATAR calculation if eligible.	Year 12 is assessed by a mix of internal and external assessments. The contribution of external assessment is detailed in the individual subject advice.
Applied subjects*	Vocational education and training; employment	Units 1 to 4 contribute to QCE.	Essential English and Essential Mathematics each have a state-wide common assessment instrument during Year 12. Other Applied subjects have no external assessment.
Vocational Education and Training (VET) *‡#	Vocational education and training; employment	Composed of a number of competencies. Completion of competencies contributes to QCE.	Progressive assessment of each competency

* One Applied subject **or** a completed Certificate III or IV may contribute towards an ATAR calculation if students have completed at least 4 General subjects.

‡ Government VETiS funding supports the delivery of some certificate courses. This funding has certain restrictions; students may only access this funding **ONCE.** Access to certificate courses as a VETiS or self-funded student must be discussed with the school during any VET enrolment process.

If a student has been offered a certificate course or school-based traineeship/apprenticeship by their employer it is essential that this is discussed with the school before signing anything as this may impact future opportunities.

MODES OF DELIVERY

General, Applied subjects and VET are offered face-to-face on our school campus. Students may also study VET certificate courses through:
- TAFE
- other Registered Training Organisations (RTO)
- completion of a school-based apprenticeship or traineeship.

Senior students at Everton Park State High School have the opportunity to study subjects via distance education through the Brisbane School of Distance Education (BSDE) and Cairns School of Distance Education (CSDE).

BSDE and CSDE offer subjects studied by correspondence. Study of BSDE and CSDE subjects involves a commitment to study (in school time and at home) units of work sent or e-mailed to the student. These units may be in print, video or audio format or computer based. Online lessons allow students from any school in Queensland to log in and attend 'real time' classes using an Internet connection, computer, telephone and the 'Collaborate' program. Students have regular email contact with their BSDE or CSDE teacher and complete assignments and exams. There may be additional costs associated with these subjects. Information for distance education may be found at https://brisbanesde.eq.edu.au/Pages/default.aspx and https://cairnssde.eq.edu.au/curriculum/senior-secondary

Students study subjects offered through BSDE or CSDE independently under school supervision and must have demonstrated their likely success in this delivery mode by their effort and behaviour in class. The scheduled delivery times of the subject may negatively impact a student's learning time for other subjects. Consequently, students will require school permission before any enrolment in a BSDE or CSDE subject is confirmed.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

What is the QCE?
The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCE is a qualification based on achievement. It will only be awarded to students who achieve an amount of learning at a set standard and in a set pattern. In addition, students must meet literacy and numeracy standards. Consequently, it is very important that students and parents/carers become knowledgeable about the QCE and its requirements.

How does the QCE work?
Students must have at least 20 credits in the required pattern and fulfil other requirements to be awarded a QCE. A wide range of learning, including General and Applied subjects, and VET certificates contribute credits towards a QCE.

General and Applied subjects may contribute 1, 2, 3, or 4 credits to a QCE depending upon the achievement in Year 11. See Table below.

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4 (combined)	Grade of C or better	2
Maximum credit available	4	

Vocational Education and Training also contribute to the QCE. The number of credits depends upon the length and complexity of the qualification:

- Certificate I qualifications usually contribute 2 – 3 credits each.
- Certificate II qualifications contribute 4 credits each.
- Certificate III, IV and Diploma qualifications contribute between 5 to 8 credits.

There are QCE rules governing the compatibility of some certificate qualifications in accruing QCE credits. Before enrolling in additional certificate courses, students must contact the Head of Department Senior School to the determine impact on QCE eligibility.
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules

To be eligible for a QCE, students must ensure they gain at least 12 of their 20 credits from subjects they have studied for the full two years and achieve a C standard or better in Year 12 for each of those subjects. Completed certificate II courses (or higher) may contribute to the 12 credits.

The QCE has literacy and numeracy requirements which must be met. These may be achieved by gaining a satisfactory in Units 1 or 2 or a C in Units 3 and 4 combined across any General or Essential English or Mathematics subject.

The QCE recognises the value of a wider range of learning options, and there is more flexibility in what, where and when learning may occur, allowing students to design a program of study to match their career goals. The additional learning that contributes to a QCE may be found at
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies

If there are less than 20 credits in the student's learning account at the end of Year 12, it will remain open and continue to bank credits for up to 7 years after finishing Year 12.

How do I plan for the QCE?
Planning for the QCE commences in Year 10 when all students are required to develop a Senior Education and Training (SET) Plan. A SET Plan works as a 'road map' structuring learning around a student's interests, abilities and ambitions. The SET Plan is reviewed at key junctures during Years 11 and 12. Students in Year 10 have commenced this SET Plan during their Everton Park Leadership and Futures subject.

What is a Learning Account?
To monitor progress towards the QCE, all senior students have a Learning Account. The Learning Account is web-based and records all relevant learning as well as what, where and when this occurred. The Learning Account (like a bank account) should increase as results are recorded. All Year 10 students are registered with the Queensland Curriculum and Assessment Authority (QCAA). This

registration generates a Learner Unique Identifier (LUI) and opens Student Learning Accounts. Students use their LUI and a password to access their Learning Account in the Student Portal found on the myQCE section of the QCAA website at https://myqce.qcaa.qld.edu.au/

What is a Senior Statement?
Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of their Learning Account, recording all relevant learning undertaken, the standard achieved and where and when the learning took place. The Senior Statement will be available in the Student Portal found through myQCE.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

What is the QCIA?
The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. The certificate is an official record for students who have completed at least 12 years of education. It provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Students with an identified disability may elect to participate in a course of study that enables the awarding of the QCE and an ATAR. For other students, the Queensland Certificate of Individual Achievement (QCIA) is the preferred pathway.

At the end of senior schooling, eligible students are issued with a QCIA. These students have the option of continuing to work towards a QCE through further education and training provided through TAFE or other Registered Training Organisations.

Students eligible for a QCIA pathway have a history of completing a highly individualised learning program throughout their secondary schooling. An individual learning program for senior schooling leading to a QCIA:
   • is developed for students who have a disability, as defined in Queensland's Disability Discrimination Act 1992, that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors.
   • is a school-developed program of study using curriculum organisers, learning focuses and learning goals.

Students cannot receive both a QCE and a QCIA upon completion of Year 12; however, a student may be issued with the QCIA and have learning recorded as credit towards the QCE. Students undertaking a QCIA pathway cannot complete more than a total of three General or Applied subjects or Certificate II courses as part of their learning.

If a student is undertaking a QCIA pathway, it is essential that their parent/carer discuss any enrolment in an external course, school-based traineeship or apprenticeship with their case manager and Head of Department Senior School before undertaking, as this may impact QCIA eligibility.

How does the QCIA work?

The certificate covers two areas:

- *Statement of Achievement:* a statement providing achievement information related to a maximum of five curriculum organisers:
    - o Communication and technologies (CT)
    - o Community, citizenship, and the environment (CCE)
    - o Leisure and recreation (LR)
    - o Personal and living dimensions (PLD)
    - o Vocational and transition activities (VTA).
- *Statement of Participation:* a list of activities in which the student has participated in the senior years of schooling.

Can a QCIA student receive a Senior Statement?

If a student undertaking a QCIA completes any subject or VET certificate course that could contribute towards a QCE, they will have this detailed on a Senior Statement. Their Learning Account remains open for seven years after finishing Year 12, allowing the additional credits to be accumulated towards the awarding of a QCE.

Australian Tertiary Admission Rank (ATAR)

What is an Australian Tertiary Admission Rank (ATAR)?

An ATAR, along with subject prerequisites, is used by universities (and some TAFE) to determine if a student will be offered a place in a course they have applied for. The ATAR is a number between 99.95 (highest) and 0.00 with increments of 0.05. ATARs below 30 will be reported as '30.00 or less'. It indicates a student's rank order position based on overall achievement across their subjects.

Students who receive an ATAR may also receive a QCE.

Who is eligible for an ATAR?

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject (General or Essential) i.e., C or better for Units 3 and 4
- completed five General subjects, or four General subjects plus one Applied subject or four General subjects plus a completed VET course at Certificate III or above.

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.

How is an ATAR calculated?

ATAR calculations are the responsibility of the Queensland Tertiary Admissions Centre (QTAC). The ATAR will be calculated by combining a student's best five subject scaled scores. Different subjects will scale differently to represent their relative difficulty. While students may use a Certificate III or an Applied subject along with four General subjects for an ATAR calculation, it is important to recognize that historically Applied and Certificate III courses do not scale as highly.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SAT)

Students in the senior phase of learning may choose to engage in a school-based apprenticeship or traineeship (SAT). SATs contribute to the QCE credits with the number of credits dependent upon the course of study selected. Students may also complete a SAT and maintain ATAR eligibility if the appropriate combination of subjects is studied.

It is important to understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these, you agree to particular work and training requirements, as does the host employer. Check all documents carefully with the Head of Department Senior Schooling and another trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement. If a student is offered a certificate course or SAT as part of any part-time employment, it is essential that this is discussed with the Head of Department Senior School before signing.

Employers are provided government funding to support the employment of apprenticeships and traineeships. This funding may not be available if a person has already undertaken a prior apprenticeship or traineeship and consequently impacts employment prospects in a new field. It is important that this is taken into consideration when applying for a school-based apprenticeship or traineeship.

Students undertaking an ATAR pathway must carefully consider the impact of the additional time requirements to complete the required employment hours and study for the SAT. For students undertaking an ATAR pathway, the work requirements of the SAT must be able to occur outside of school hours or not impact their learning time of General subjects.

Students opting to engage in a school-based traineeship/apprenticeship will need to:
- Attend an interview with the Head of Department of Senior Schooling and parent/carer to determine the suitability of a SAT for the student as part of their course of study.
- If school permission is obtained, source an employer who is willing to have them do their traineeship/apprenticeship through their organisation and complete a minimum of two weeks work experience with the organisation, then sign an Education, Training and Employment Schedule (ETES) contract.
- Have a meeting with the Head of Department Senior Schooling, parent/carer, and Registered Training Organisation to officially sign the student on and organise what course work they will need to complete as a part of the traineeship/apprenticeship.

Employers recognise Everton Park SHS as a school of choice for developing students with excellent employability skills. Consequently, SAT opportunities are regularly advertised through school notices. Students and their parents/carers are also encouraged to use their own networks to source a suitable SAT. Students should discuss their areas of interest with the Head of Department of Senior Schooling, who will try to source available opportunities.

By negotiation, a student may choose to study five instead of the six recommended subjects. This allows the student to have study lessons timetabled at school. During this time, students are expected to work on the workbooks for their traineeship/apprenticeship or complete study for the five school subjects they are studying.

Considerations when selecting subjects

TIMETABLING OF SUBJECTS

The establishment of a class in any subject is dependent on adequate numbers of students wishing to study the subject. While the school has a certain amount of flexibility in forming classes, the school cannot create or sustain a large number of very small classes. In the event there is not enough student interest in a subject, students and parents will be notified and given the opportunity to choose another subject.

When class enrolments fall to small numbers, it may be necessary to close this class. There is a process that will be followed, including contact with parents/carers, counselling with students, and exploration of alternative pathways for delivery of that course, for example, Distance Education or an external provider for VET certificate courses.

When constructing the operational timetable, subjects are grouped on lines, and students will be required to select one subject on each line. The combination of subjects on each line is based on student feedback, student assessment data and the operational requirements of the school.

QCAA GENERAL AND APPLIED SUBJECTS

Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics (only offered through BSDE)

Applied
- Essential Mathematics

English

General
- English

lied
- Essential English

Humanities

General
- Ancient History
- Geography
- Legal Studies
- Modern History
- Economics

Applied
- Social & Community Studies

Technologies

General
- Design

Applied
- Furnishing Skills
- Industrial Technology Skills
- Engineering Skills
- Industrial Graphics Skills

Health and Physical Education

General
- Health
- Physical Education

Applied
- Sport & Recreation

Science

General
- Biology
- Chemistry
- Physics

The Arts

General
- Drama
- Music
- Visual Art

Applied
- Drama in Practice
- Music in Practice
- Visual Arts in Practice

Languages

General
Spanish

GENERAL SUBJECTS

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General Mathematics
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.

Recommended Prerequisite
Year 10 Maths: At least a B standard

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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			

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.

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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.

Recommended Prerequisite
Year 10 Maths: At least a A standard

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.

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

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

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			

Specialist Mathematics
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.

Recommended Prerequisite
Year 10 Maths: At least a A standard

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
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

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

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.

Recommended Prerequisite
Year 10 English: At least a mid-range C standard.

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%

Health
General senior subject

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Recommended Prerequisite
Year 10 English: At least a B standard

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

Objectives

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

- recognise and describe information about health-related topics and issues

- comprehend and use the Health inquiry model

- analyse and interpret information to draw conclusions about health-related topics and issues

- critique information to distinguish determinants that influence health status

- investigate and synthesise information to develop action strategies

- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion

- organise information for particular purposes

- 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
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

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.

Recommended Prerequisite
Year 10 English: At least a B standard

Year 10 HPE: At least a B standard

Year 10 HPX: Have studied (would be ideal)

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

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

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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%

Design
General senior subject

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

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

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

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Recommended Prerequisite
Year 10 English: At least a B standard

Pathways

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

Objectives

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

- describe design problems and design criteria

- represent ideas, design concepts and design information using visual representation skills

- analyse needs, wants and opportunities using data

- devise ideas in response to design problems

- evaluate ideas to make refinements

- propose design concepts in response to design problems

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

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.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 Drama: At least a C standard

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

Assessment

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

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

Summative assessments

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

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.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 Music: At least a C standard

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

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

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.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 Art: At least a C standard

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

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

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.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 History: At least a C standard

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

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

- devise historical questions and conduct research

- comprehend terms, concepts and issues

- analyse evidence from historical sources

- evaluate evidence from historical sources

- synthesise evidence from historical sources

- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

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%

Economics
General senior subject

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 History: At least a C standard

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models

- analyse economic issues

- evaluate economic outcomes

- create responses that communicate economic meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

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): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography
General senior subject

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 Geography: At least a C standard

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies
General senior subject

Legal Studies focuses on the interaction between society and the discipline of law. 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.

Recommended Prerequisite
Year 10 English: At least a B standard

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

Objectives

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

- comprehend legal concepts, principles and processes

- select legal information from sources

- analyse legal issues

- evaluate legal situations

- create responses that communicate meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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%

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.

Recommended Prerequisite
Year 10 English: At least a C standard

Year 10 History: At least a C standard

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World	**Movements in the Modern World**	**National experiences in the Modern World**	**International experiences in the Modern World**
Schools select two of the following topics to study in this unit:	Schools select two of the following topics to study in this unit:	Schools select two of the following topics to study in this unit:	Schools select one of the following topics to study in this unit:
• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang	• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	• Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	• Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working

Unit 1	Unit 2	Unit 3	Unit 4
Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Group on Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

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%

Spanish
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 Spanish-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 Spanish 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.

Recommended Prerequisite
Year 10 English: At least a B standard

Year 10 Spanish: At least a C standard

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

Objectives

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

- comprehend Spanish 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 Spanish structures to construct meaning

- structure, sequence and synthesise information to justify opinions and perspectives

- communicate using contextually appropriate Spanish.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo — My world • Family/carers • Peers • Education	**La exploración de nuestro mundo — Exploring our world** • Travel and exploration • Social customs • Spanish influences around the world	**Nuestra sociedad; cultura e identidad — Our society; culture and identity** • Lifestyle and leisure • The arts, entertainment and sports • Groups in society	**Mi presente; mi futuro — 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%

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.

Recommended Prerequisite
Year 10 Science: At least a B standard

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

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			

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.

Recommended Prerequisite
Year 10 Maths: At least a B standard

Year 10 Science: At least a B standard

Pathways

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

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

- describe ideas and findings

- apply understanding

- analyse data

- interpret evidence

- evaluate conclusions, claims and processes

- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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			

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.

Recommended Prerequisite
Year 10 Maths: At least a B standard

Year 10 Science: At least a B standard

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			

APPLIED SUBJECTS

CREATING *Bright* FUTURES

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.

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

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.

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

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.

Recommended Prerequisite
Year 10 DAT or SMM: At least a C standard

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.

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

Furnishing Skills

Applied senior subject

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

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

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

Recommended Prerequisite
Year 10 DAT or SMM: At least a C standard

Pathways

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

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

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

Structure

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

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

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

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

Industrial Graphics Skills

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures

- interpret client briefs and technical information

- select practices, skills and procedures

- sequence processes

- evaluate skills and procedures, and products

- adapt plans, skills and products.

Structure

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

Unit option	Unit title
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.

Recommended Prerequisite
Year 10 DAT or SMM: At least a C standard

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.

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.

Note:

Everton Park State High School also offers Furnishing and Engineering Skills, therefore we cannot offer them as units in this course.

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project		

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.

Recommended Prerequisite
Year 10 HPE: At least a C standard

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes

- plan activities and strategies to enhance outcomes

- perform activities and strategies to enhance outcomes

- evaluate activities and strategies to enhance outcomes.

Structure

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

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

Assessment

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

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

		Performance
		Performance: up to 4 minutes
		Evaluation
		One of the following:
		• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
		• Spoken: up to 3 minutes, or signed equivalent
		• Written: up to 500 words

Drama 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.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Recommended Prerequisite
Year 10 Drama: At least a C standard

Pathways
Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning 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 Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

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

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

Structure

Drama 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	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** 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
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** 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
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

Music 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.

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

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

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

Recommended Prerequisite
Year 10 Music: At least a C standard

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

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

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

- use music practices

- plan music works

- communicate ideas

- evaluate music works.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** 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

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

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.

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
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

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	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

	information to consider solutions and form a response.	• Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

VOCATIONAL EDUCATION & TRAINING (VET)

CREATING *Bright* FUTURES

VET AT EVERTON PARK SHS AS THE RTO

To support students creating their bright futures and to elevate their performance in 2024 Everton Park SHS become a Registered Training Organisation (RTO). This enables us to provide students opportunities to undertake VET certificate courses through the school, across the normal school line structure, like any other subject, and through out Everton Park Leadership and Futures Program.

VET certificate courses registered within the Australian Qualification Network are nationally recognised and contribute credit towards the QCE. Each VET certificate course is composed of a number of competencies. It is important to note:

- there may be overlap of competencies between some certificate courses. Consequently, when students complete multiple certificate courses, credits towards the QCE may be reduced
- QCAA has established rules which detail incompatibility between some subjects and certificate courses. If the incompatibility rule is applied, while both the subject and certificate course is recognised as study only one will contribute credit towards the QCE.

As a general rule, the certificates on offer through our school RTO, on successful completion, students will gain:
Note: This is with no identified QCE duplication.

SIT30622 Certificate III in Hospitality	• 8 possible QCE credits • Potential to count as Core for the QCE • Potentially direct entry to some university courses at equivalent or lower ATAR levels or use it as a back-up for ATAR. • Opportunity for work experience
BSB30120 Certificate III in Business	• 8 possible QCE credits • Potential to count as Core for the QCE • Potentially direct entry to some university courses at equivalent or lower ATAR levels or use it as a back-up for ATAR. • Opportunity for work experience
BSB40120 Certificate IV in Business	• 8 possible QCE credits • Potential to count as Core for the QCE • Potentially direct entry to some university courses at equivalent or lower ATAR levels or use it as a back-up for ATAR. • Opportunity for work experience
ICT20120 Certificate II in Information Technology	• 4 possible QCE credits • Potential to count as Core for the QCE • Work experience in the IT industry
FSK20119 Certificate II in Foundation Skills for Vocational Training and Pathways	• 4 possible QCE credits • Potential to count as Core for the QCE • Work experience in a relevant industry

22474VIC Certificate III in General Education for Adults	• 5 possible QCE credits • Potential to count as Core for the QCE

Everton Park State High School

RTO number: 46124

SIT30622 Certificate III in Hospitality

Qualification description
This qualification prepares students to develop a range of hospitality service, operational skills and knowledge of industry operations. Student skill range will enable them to work with some independence and under supervision using plans, policies and procedures to guide work activities.

Jobs in a variety of organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.

However, it is recommended that students have received at least a C standard in Textiles and Food Design.

Duration and location
This is a two-year course delivered in Years 11 and 12 on site at Everton Park State High School.

Course units
To attain a SIT30622 Certificate III in Hospitality, 15 units of competency must be achieved:

Unit code	Title
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITXFSA006	Participate in safe food handling practices
BSBCMM211	Apply communicate skills
BSBTWK201	Work effectively with others

RTO obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification.

These include:
- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees
There are no additional costs involved in this course. A resource fee of $250 is payable per year.

Assessment
Assessment is competency based and completed in a simulated hospitality business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a hospitality business as closely as possible.

Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks.
  Note: Students are required to complete 36 service periods to successfully complete the program. This may require students to participate in before, during and after school functions.

Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in a hospitality business.

Pathways
This qualification may articulate into:
- SIT40422 Certificate IV in Hospitality
- SIT50422 Diploma of Hospitality Management
- Work within a variety of hospitality organisations
- See other hospitality qualifications at training.gov.au.

Everton Park State High School

RTO number: 46124

BSB40120 Certificate IV in Business

Qualification description
This qualification prepares students to carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They learn to apply solutions to unpredictable problems and analyse information from sources.

Job roles may include Administrator, Project Officer, Clerk or Secretary, Executive Personal Assistant and leadership roles.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.

However, considering the requirements of this qualification, it is recommended that students have achieved at least a C standard in English or a B standard in Essential English.

Duration and location
This is generally a two-year course delivered in Years 11 and 12 on site at Everton Park State High School.

Course units
To attain a BSB40120 Certificate IV in Business, 12 units of competency must be achieved:

Unit code	Title
BSBCRT411	Apply critical thinking to work practices
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBGTWK401	Build and maintain business relationships
BSBWHS411	implement and monitor WHS policies, procedures and programs
BSBWRT411	Write complex documents
BSBXCM401	Apply communication strategies in the workplace
BSBPEF402	Develop personal work priorities
BSBPEF401	Manage personal health and wellbeing
BSBOPS405	Organise business meetings
BSBPMG430	Undertake project work
BSBCMM411	Make presentations
BSBTEC302	Design and produce spreadsheets

RTO obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face instruction
- work-based learning
- guided learning
- online training
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Fees
There are no additional costs involved in this course. However, students may be required to attend excursion/s, any costs for this will be payable at the time of the excursion.

Assessment
Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business as closely as possible.

Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks.
  Note: Students are required to complete a project as part of their assessment. This will require either evening or weekend work for said project.

Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in a business.

Pathways
This qualification may articulate into:
- BSB50120 Diploma of Business
- Entry to a variety of university courses
- Work within a business/office and project area
See other business qualifications at training.gov.au.

Everton Park State High School

RTO number: 46124

BSB30120 Certificate III in Business

Qualification description
This qualification prepares students to perform routine procedural, clerical, administrative or operational tasks that require technology and business skills. Furthermore, they will learn sufficient skills and knowledge to provide technical advice and support to a team.

Job roles include Administration Officer, Personal Assistant, Receptionist and Office Assistant.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.

Duration and location
This is generally a two-year course delivered in Years 11 and 12 on site at Everton Park State High School.

Course units
To attain a BSB30120 Certificate III in Business, 13 units of competency must be achieved:

Unit code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBTEC302	Design and produce spreadsheets
BSBPEF301	Organise personal work priorities
BSBPMG430	Undertake project work
BSBOPS304	Deliver and monitor a service to customers

RTO obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees
There are no additional costs involved in this course. However, students may be required to attend excursion/s, any costs for this will be payable at the time of the excursion.

Assessment
Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks.
  Note: Students are required to complete a project as part of their assessment. This will require either evening or weekend work for said project.
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Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in a business.

Pathways
This qualification may articulate into:
- BSB40215 Certificate IV in Business
- BSB50120 Diploma of Business
- Work within a business/office and project area

See other business qualifications at training.gov.au.

Everton Park State High School

RTO number: 46124

ICT20120 Certificate II in Applied Digital Technologies

Qualification description

This qualification prepares students to perform foundation skills and knowledge to use basic applied digital technologies in varied contexts. They will develop the necessary digital and technology skills in preparation for work, under the direction of others.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is generally a two-year course delivered in Years 11 and 12 on site at Everton Park State High School.

Course units

To attain a ICT20120 Certificate II in Information Technology, 12 units of competency must be achieved:

Unit code	Title
BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to the health and safety of self and others
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
ICTICT216	Design and create basic organisational documents
ICTICT223	Install software applications
ICTSAS218	Obtain and connect hardware peripherals
BSBTEC101	Operate digital devices
ICPDMT2630	Access and use the internet
ICPDMT3210	Capture digital images

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These may include:
- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There are no additional costs involved in this course. A licence fee of approx. $20 is payable per year for the Adobe suite.

Assessment

Assessment is competency based and completed in a simulated IT environment.

Units of competency are clustered and assessed in this way to replicate what occurs in an IT office as closely as possible.

Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks
- third-party reports.

Work placement

Students are required to complete structured workplace learning for a total of approximately one week.

Pathways

This qualification may articulate into:
- ICT30120 Certificate III in Information Technology
- ICT40120 - Certificate IV in Information Technology
- Work within business and IT areas

See other IT qualifications at training.gov.au.

Everton Park State High School

RTO number: 46124

NATIONALLY RECOGNISED TRAINING

FSK20119 Certificate II in Foundation Skills for Vocational Training and Pathways

Qualification description
This qualification further develops student foundation skills to prepare for workforce entry or vocational training pathways.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.

Duration and location
This is generally a two-year course delivered in Years 11 and 12 on site at Everton Park State High School.

Course units
To attain a FSK20119 Certificate II in Foundation Skills for Vocational Training and Pathways, 14 units of competency must be achieved:

Unit code	Title
FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKOCM007	Interact effectively with others at work
FSKWTG009	Write routine workplace texts
FSKRDG010	Read and respond to routine workplace information
FSKLRG010	Use routine strategies for career planning
FSKOCM006	Use oral communication skills to participate in workplace teams
FSKLRG009	Use strategies to respond to routine workplace problems
BSBOPS101	Use business resources
FNSFLT211	Develop and use personal budgets
BSBPEF101	Plan and prepare for work readiness
FSKDIG002	Use digital technology for routine and simple workplace tasks
**FSKLRG006	Participate in work placement
** FNSFLT212	Develop and use savings plans

** If students are unable to complete work placement, they will complete FNSFLT212 – Develop and use savings plans instead of FSKLRG006 – Participate in work placement.

RTO obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These may include:
- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees
There are no additional costs involved in this course.

Assessment
Assessment is competency based and completed in a simulated work environment.

Units of competency are clustered and assessed in this way to replicate what occurs in businesses as closely as possible.

Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks
- third-party reports.
  Note: Students are required to complete work placement including a third-party report as part of this qualification, when the

Work placement
Students are required to complete structured workplace learning for a total of approximately one week.

Pathways
This qualification may articulate into:
- further study in a variety of level II or III qualifications
- work within a business
See other qualifications at training.gov.au.

Everton Park State High School

RTO number: 46124

NATIONALLY RECOGNISED TRAINING

22474VIC Certificate III in General Education for Adults

Qualification description

This accredited qualification prepares students for further study, employment and to participate in the community. It develops their literacy, basic maths and general education skills.

Specific information about this course including licencing requirements can be found at - https://content.vic.gov.au/sites/default/files/2023-06/CGEA_V1.5.pdf

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is generally a two-year course delivered in Years 11 and 12 on site at Everton Park State High School.

Course units

To attain a 22474VIC Certificate III in General Education for Adults, 8 units of competency must be achieved:

Unit code	Title
VU22434	Evaluate pathway options, design a learning plan and compile a portfolio
VU22442	Analyse and evaluate numerical and statistical information
VU22441	Create a range of highly complex texts to participate in the community
VU22439	Create a range of highly complex texts for personal purposes
VU22435	Engage with a range of highly complex texts for personal purposes
VU22445	Investigate current issues
VU21864	Set study goals and plan education pathway
BSBWRT311	Write simple documents

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These may include:
- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated work environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a student's personal life and businesses as closely as possible.

Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Students are not provided work placement opportunities as part of this qualification.

Pathways

This qualification may articulate into:
- further study in a variety of level III or higher qualifications
- work within the community

See other qualifications at training.gov.au.

ADDITIONAL VET CERTIFICATE & SHORT COURSE OPPORTUNITIES

To further support students creating their bright futures, Everton Park SHS provides opportunities to undertake VET certificate courses with a range of external providers including TAFE while completing their senior studies as well.

However, as highlighted earlier, Queensland Certificate of Education (QCE) VET duplication guidelines are complex. As a general rule, without said duplication, Certificate II qualifications can potentially contribute 4 QCE points, Certificate III qualifications 5 – 6 QCE points, and Certificate IV qualifications 8 QCE points.

Furthermore, government funding is available to support student enrolment in some certificate courses. There are a series of rules which govern the access to this funding. These rules can be complex and may impact funding available post-schooling. Other government funds can only be accessed once by a student, even if the course is not completed.

Therefore, due to the complexity surrounding certificate courses, we request that parents/carers and students do not source certificate courses independently of the school without prior discussion.

TAFE at School program
Eligible students are able to undertake a nationally recognised certificate course by enrolling in a course of study offered through the TAFE at School program. This program provides students the opportunity to study a certificate course one day per week. The duration of the course is determined by TAFE. The cost will vary depending upon course requirements and funding support available.

Students who express an interest will receive a copy of the TAFE at School program when it becomes available. The booklet and additional information can be accessed at the website https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html

To enrol in a Certificate through TAFE at School students:
- meet with the VET coordinator and Deputy Principal (Senior School) to determine suitability
- if approved, lodge an Expression of Interest to TAFE at School via the VET coordinator
- once TAFE at School has approved an enrolment, the student must give enrolment evidence to the VET coordinator to ensure school records are updated.

Due to government funding arrangements for high school students, the subsidised TAFE at School programs are only available to Australian citizens or permanent Australian residents.

Registered Training Organisations
The school has established partnerships with a wide range of Registered Training Organisations. These opportunities are regularly advertised to students through notices during Home Group.

Short Courses
Each year short courses occur within the school relevant to the student's interests and needs. These courses may include the Blue card for childcare and the White card course for trade industries.