Everton Park State High School

Senior Curriculum Guide

2024 – 2025

2024 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 2024.

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 10 and 12 Deputy Principal	Ian Sevens
Year 10 Head of Year	Emily Strong
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.

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.

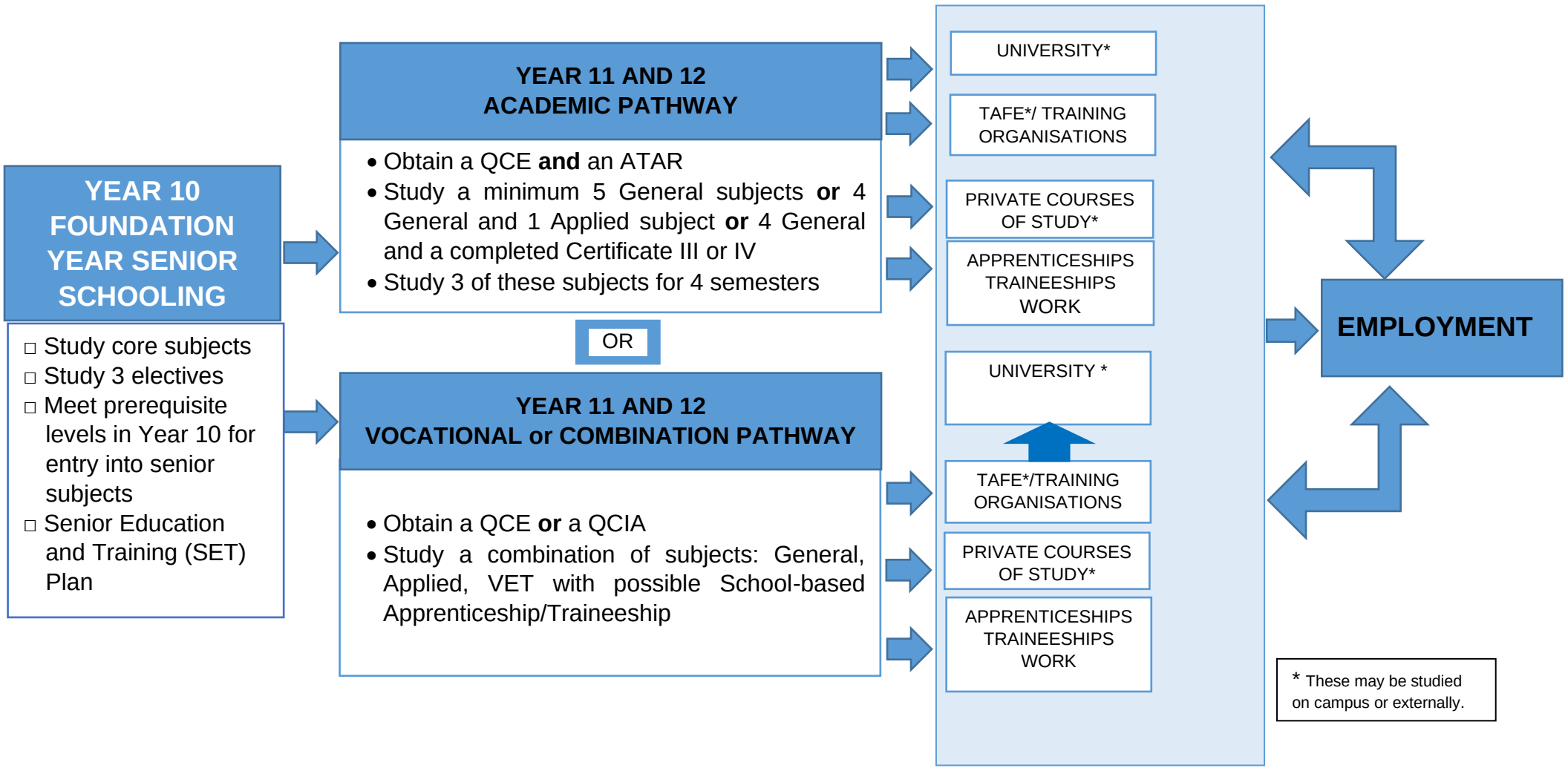
SUBJECT GUIDE

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 2024 - 2025. 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.

EVERTON PARK STATE HIGH SCHOOL SENIOR SCHOOL PATHWAYS



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:
    - Communication and technologies (CT)
    - Community, citizenship, and the environment (CCE)
    - Leisure and recreation (LR)
    - Personal and living dimensions (PLD)
    - 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.

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

1 Your interests

Your chances of success are much greater in subjects which interest you, and which you enjoy. Choosing subjects because of their status, how they scale, or according to your friends' interests is likely to result in frustration and disappointment for you. If you do what you enjoy doing, you will do it with enthusiasm, and you will do it in the company of other learners and teachers with similar interests.

2 Your strengths

No subject is an 'easy option' at the senior level. Many senior subjects (particularly General subjects) build on the knowledge and skills that students are expected to have mastered at the junior level. If you had limited success in a subject in Year 10, you are unlikely to improve your performance in that field at the senior level.

Studying is rewarding if it is challenging but not overwhelming. You are advised to choose subjects that will extend your learning, but which you can manage while maintaining your outside commitments.

3 Your career goals

Year 10 students experience a career education program through their Everton Park Leadership and Futures course. There are several websites that may also assist students in their career exploration:

- Labour Market Insights is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive Career Quiz that helps to identify work styles and suggests careers options. https://labourmarketinsights.gov.au/
- myfuture is a comprehensive career and education website that help students explore career options based on their skills and interests. http://www.myfuture.edu.au
- Open Colleges contains career information, links and resources about career pathways and relevant online learning courses. https://www.opencolleges.edu.au/careers

You will also need to determine if your preferred career pathway requires you to be ATAR eligible. Tertiary prerequisites, assumed knowledge, and recommended study for Universities, TAFE, and private providers may be found by selecting the QTAC Year 10 Guide at https://www.qtac.edu.au/wp-content/uploads/2022/11/2025-Year10Guide-221122_4.9.pdf.

If you are undecided about your career pathway, it is safest to keep your options open by choosing from a range of subject areas. This will allow you to delay your career decision until you have more information or more defined interests and will give you a broader experience and knowledge base. Education is about developing you as a person and a learner, as well as preparing you for future careers.

4 Understand the requirements of each subject

Take these steps to ensure you understand the content and requirements of each subject:

- ✓ Read subject descriptions and course outlines in this book and consider the recommended prerequisites listed
- ✓ Talk to the teachers of each subject
- ✓ Look at books and materials used in the subject and listen at subject selection talks
- ✓ Discuss your options with Year 10 teachers who know you and are aware of your strengths.

5 Understand the costs associated with subjects

It is also important to be aware that different subjects will have different costs associated. If a certificate course is being delivered by an external RTO this cost must be paid upfront. Subjects may have fees in addition to the Student Resource Scheme (SRS).

6 Identify subjects that suit your needs, strengths and future career goals

You will be required to select one English subject and at least one Mathematics subject.

7 Attend your Senior Education and Training Plan meeting with your parent/carer and a representative of the school

During this meeting, you will collaboratively review your career goals and plans. You will identify the subjects and certificates you are interested in undertaking during Years 11 and 12. This information will be used to generate the subjects on offer for Year 11, 2024.

8 At the end of Term 3, the subjects on offer for 2024 will have been determined

Students, along with their parents/carers, are to select from these offerings. Students are not enrolled in these subjects until the form has been completed and the offering confirmed.

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

Technologies

General

- Design

Applied

- Furnishing Skills
- Industrial Graphics Skills
- Engineering Skills

The Arts

General

- Drama
- Music
- Visual Art

Applied

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

English

General

- English

Applied

- Essential English

Health and Physical Education

General

- Health
- Physical Education

Applied

- Sport & Recreation

Humanities

General

- Ancient History
- Geography
- Legal Studies
- Modern History

Applied

- Social & Community Studies

Science

General

- Biology
- Chemistry
- Physics

GENERAL SUBJECTS

English

General senior subject

General

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

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

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

Recommended Prerequisite

Year 10 English: At least a B 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/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical 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): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

General Mathematics

General senior subject

General

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

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

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

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

Recommended Prerequisite

Yr 10 Mathematics: 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:

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

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

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

Recommended Prerequisite

Year 10 Mathematics: An 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.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Specialist Mathematics

General senior subject

General

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

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

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

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

Recommended Prerequisite

Year 10 Maths: An 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:

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

Structure

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

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

Assessment

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

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

Summative assessments

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

General

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

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

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

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

Recommended Prerequisite

Year 10 Science: At least a B standard

Year 10 Mathematics: 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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			

Physics

General senior subject

General

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

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

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

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

Recommended Prerequisite

Year 10 Science: At least a B standard

Year 10 Mathematics: 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

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

Drama

General senior subject

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

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

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

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Music

General senior subject

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

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

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

Recommended Prerequisite

Year 10 English: At least a C standard

Year 9 & 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 fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

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

Visual Art

General senior subject

General

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

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

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

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

Recommended Prerequisite

Year 10 English: At least a C standard

Year 10 Art: At least a C standard

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Design

General senior subject

General

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

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

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Health

General senior subject

General

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

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Road 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): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Physical Education

General senior subject

General

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

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

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

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

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

Recommended Prerequisite:

Year 10 English: At least a B standard

Year 10 Physical Education: At least a B standard

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, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' 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	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General senior subject

General

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

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

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

Recommended Prerequisite

Year 10 History: At least a C standard

Year 10 English: At least a B 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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

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

Geography

General senior subject

General

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

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

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

Recommended Prerequisite

Year 10 English: At least a B 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
- synthesise information from the analysis to propose action
- communicate geographical understanding.

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 the 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): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

General senior subject

General

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

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

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

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.

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 • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

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

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

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

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

Recommended Prerequisite

Year 10 English: At least a B 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:

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893	**National experiences in the modern world** • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848

Unit 1	Unit 2	Unit 3	Unit 4
• French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962	• Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

APPLIED SUBJECTS

Essential English

Applied senior subject

Applied

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

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

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

Recommended Prerequisite

Nil

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written 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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Recommended Prerequisite

Nil

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Drama in Practice

Applied senior subject

Applied

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

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. 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.

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. They 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.

Recommended Prerequisite

Year 9 Drama: At least a C standard

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

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 focus of 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 for the focus of 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 the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	**Performance** Performance (live or recorded): up to 4 minutes

Music in Practice

Applied senior subject

Applied

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

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. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. 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.

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 9 & 10 Music: At least a C standard

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

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 use music technology and production techniques to make a composition relevant to the unit focus.	**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

Applied

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

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

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

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.

Recommended Prerequisite

Year 9 Art: At least a C standard

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

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 artwork, design proposals and 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 (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes 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 (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) 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 and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Engineering Skills

Applied senior subject

Applied

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

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

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

Recommended Prerequisite

Year 9 or 10 SMM or DAT: 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 fitting and machining 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

Applied

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

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

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

Recommended Prerequisite

Year 9 or 10 SMM or DAT: 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	Furniture-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 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Industrial Graphics Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills 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.

Recommended Prerequisite

Year 10 SMM or DAT: At least a C standard

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
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** Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes **Documentation** Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Product** Product: the drawing skills and procedures used in 5–7 drawing production processes **Drawing process** Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

Sport & Recreation

Applied senior subject

Applied

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

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

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

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

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

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

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 **Investigation, plan 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

Social & Community Studies

Applied senior subject

Applied

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.

Recommended Prerequisite

Nil

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, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

VOCATIONAL EDUCATION AND TRAINING

Hospitality

Program

Overview

Hospitality is a VET program delivered on the school grounds on the line structure through another school. This program provides an introduction to the hospitality industry, its culture, occupations, job roles and workplace expectations. This program reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This subject delivers practical skills and general hospitality industry knowledge.

You will be required to work in many practical hospitality situations both at school and at outside functions. However, the program has both practical and theory elements.

Objectives

Students will learn the necessary skills and knowledge to enter the hospitality industry as a confident and effective worker. On successful completion students will gain:

- 4 possible QCE points
- Opportunity for work experience

Structure

Work effectively with others
Source and use information on the hospitality industry
Use hospitality skills effectively
Interact with customers
Show social and cultural sensitivity
Participate in safe work practices
Will also include some or all of the following:
Use hygienic practices for food safety
Prepare and present simple dishes
Clean kitchen premises and equipment
Prepare and serve non-alcoholic beverages
Prepare and serve espresso coffee
Serve food and beverage
Provide responsible service of alcohol

Assessment

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. The program will be delivered through class-based projects and all students are to participate in industry practical sessions which will occur in each term. Students will need to complete a minimum of 12 full functions.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

Cost

There are no fees associated with this course although a subject levy of approximately $250 per year will be charged. However, the final costs are still to be confirmed.

Students will also need to also complete an enrolment form for entry to the program.

This information is correct at the time of publication but subject to change.

Pathways

This program provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- Bar Attendant
- Café Attendant
- Catering Assistant
- Food and Beverage Attendant
- Front Office Assistant
- Porter
- Room Attendant

Tourism (Level III)

Program

Overview

Tourism (Level III) is a program of study delivered on the school grounds on the line structure. The program is an introduction to a variety of tourism industry roles. The program teaches students to use a range of tourism skills including operational, tourism service and coordination. Students will use discretion and judgement, and develop the ability to work under limited supervision, with some independence, using plans, processes and policies.

The program has both practical and theory elements.

Objectives

Students will learn the necessary skills and knowledge to enter the tourism industry as a confident and effective worker. On successful completion students will gain:

- 4 possible QCE credits
- 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

Structure

Source and use information on the tourism and travel industry
Provide service to customers
Show social and cultural sensitivity
Participate in safe work practices
Provide visitor information
Provide lost and found services
Provide a briefing or scripted commentary
Identify hazards, assess and control safety risks
Provide customer information and assistance
Prepare specialised interpretive content on cultural and heritage environments
Conduct basic oral communication in a language other than English
Conduct oral communication in a language other than English
Process financial transactions
Interact with customers
Create a promotional display or stand

Assessment

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used. Tourism combines practical and theory work to assess the course.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

Cost

There are no fees associated with this course although excursions costing approximately $200 may be offered to students. The final costs still to be confirmed.

This information is correct at the time of publication but subject to change.

Pathways

This program provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business.

This program allows for multi-skilling and for specialisation in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered.

Possible job titles include:

- Adventure Tourism Guide
- Customer Service Agent
- Inbound Tour Coordinator
- Museum Attendant
- Operations Consultant for a tour operator
- Sales Consultant
- Visitor Information Officer

Business (Level III)

Program

Overview

Business (Level III) is a program of study delivered on the school grounds on the line structure. This program provides an introduction to a variety of business roles. The program teaches students to carry out a range of routine procedural, clerical, administrative or operational tasks that require of routine procedural, clerical, administrative or operational tasks that require technology and business skills. Students may provide technical advice and support to a team.

The program has both practical and theory elements.

Objectives

Students will learn the necessary skills and knowledge to work in a variety of business job roles. On successful completion students will gain:

- 4 possible QCE credits
- 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

Structure

Apply critical thinking skills in a team environment
Support personal wellbeing in the workplace
Participate in sustainable work practices
Use inclusive work practices
Assist with maintaining workplace safety
Engage in workplace communication
Write simple documents
Design and produce business documents
Organise personal work priorities
Create electronic presentations
Deliver and monitor a service to customers
Develop and apply knowledge of personal finances

Assessment

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used. Business combines practical and theory work to assess the course. Students may be required to participate in the organising and running of an event as part of their assessment, this may occur on the weekend.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

Cost

There are no fees associated with this course although excursions may be included in the program, the cost will be confirmed at the time.

This information is correct at the time of publication but subject to change.

Pathways

This program provides a pathway to work in many business and office roles, and for a diversity of employers.

This program allows for multi-skilling and provides a student solid foundation for further study and/or working in a variety of office or business environments.

Possible job titles include:

- Junior Personal Assistant
- Office Assistant
- Receptionist
- Accounts Clerk

Business (Level IV)

Program

Overview

Business (level IV) is a program of study delivered on the school grounds within the line structure. This program teaches students to carry out a range of specialist and moderately complex administrative or operational tasks, which require self-develop skills in a business environment. Students will use a broad knowledge based to apply solutions to a define range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

The program has both practical and theory elements.

Objectives

Students will learn the necessary skills and knowledge to work in a variety of business job roles. On successful completion students will gain:

- 8 possible QCE credits
- 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

Structure

Apply critical thinking to work practices
Use digital technologies to collaborate in a work environment
Build and maintain business relationships
Implement and monitor WHS policies, procedures and programs
Write complex documents
Apply communication strategies in the workplace
Manage personal health and wellbeing
Develop personal work priorities
Lead and facilitate a team
Undertake project work
Organise business meetings
Undertake marketing activities

Assessment

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used. Business combines practical and theory work to assess the course. Students will be required to participate in the organising and running of an event as part of their assessment, this may occur on the weekend.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

Cost

There are no fees associated with this course although excursions costing approximately $200 are offered to students. The final costs still to be confirmed.

This information is correct at the time of publication but subject to change.

Pathways

This program provides a pathway to work in many business job roles and for a diversity of employers.

This program allows for multi-skilling and for specialisation in office-based roles involving planning, coordination, and may include roles with supervisory accountability.

Possible job titles include:

- Business Manager
- Project Officer
- Office Administrator
- Executive Personal Assistant
- Administrator

ADDITIONAL VET CERTIFICATE COURSE OPPORTUNITIES

To 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.

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.
- 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.

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.