2027 SENIOR CURRICULUM HANDBOOK

READY FOR THE FUTURE

DISCLAIMER

General Information

1. All students will study six subjects unless completing additional courses external to school. EG: TAFE, University, Traineeship or Apprenticeship. All variations to the program, must be negotiated with the Principal.

2. To be eligible for an ATAR, a student must:
- satisfactorily complete an English Subject
- complete 5 general subjects or
- 4 general subjects plus one applied subject or VET course at AQF Certificate III or higher
- accumulate their subject results within a 5-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best 5 subjects.

3. The school will do everything possible to provide students with the subjects they have chosen, however, sometimes this is not possible due to staffing, facilities or resources available.

4. Changing subjects is usually allowed, however only after a review of student performance in relation to SET Plan, QCE and academic results with the DP or HOD of Senior Secondary, or the Guidance Officers.

5. It is important to note that decisions made now, regarding subject selection, do not restrict a student's future aspirations. Alternate pathways are available to allow all students to achieve their educational and career goals. SET Plans (SETP) shall be revisited in Year 11 and 12 to take into account student achievement, development, motivation and career aspirations.

6. It is important to read the information in the introductory pages of this book.

Published June 2026.
Correct at the time of Publication but subject to change.

CONTENTS.

PRINCIPAL'S ADDRESS

Building the Future at Balmoral
At Balmoral State High School, we are moving confidently into the future while honouring a proud legacy of excellence across academic, vocational, sporting and creative pursuits. We are a school committed to developing curious, capable, and compassionate young people who are equipped to thrive in an increasingly complex and globally connected world. Through high expectations, innovation and strong relationships, we challenge students to grow intellectually, socially, physically, and culturally, empowering every learner to realise their full potential.

We foster an adaptive and future-focused learning environment where resilience, learner agency and wellbeing are central to success. Guided by our values-rich culture and commitment to excellence, students are encouraged to develop independence, integrity, self-discipline, and responsibility as active contributors to their communities and the wider world.

High Expectations – Commitment to Excellence
Balmoral's Science, Mathematics and STEM programs are recognised for providing exceptional pathways into emerging industries and professional careers. Students engage in authentic, inquiry-driven learning experiences across Chemistry, Physics, Aerospace Science, Engineering, Biomedical and Forensic Science, Medicine and Allied Health. Our contemporary facilities and state-of-the-art laboratories support innovation, collaboration, and experiential learning, enabling students to apply knowledge to real-world challenges using advanced technologies and digital resources.

Inspiring Excellence Through Opportunity
Alongside a strong academic foundation across English, Humanities, Languages, Health and Physical Education, Balmoral is renowned for its vibrant and innovative Arts programs. Students are inspired to express creativity and develop confidence through Film, Television and New Media, Visual Art, Instrumental Music, Music, Dance and Drama.

Our signature programs and enrichment opportunities reflect our commitment to student passion, voice and aspiration. Students engage in initiatives including the Boeing Enterprise Team, major Theatre and Music productions, and a broad range of leadership and entrepreneurial experiences. Vocational Education pathways enable students to complete Certificate I through to Diploma qualifications while accessing school-based traineeships and apprenticeships through strong industry partnerships in areas including Business, Engineering, Construction, Hospitality, IT, Multimedia and Commercial Cookery.

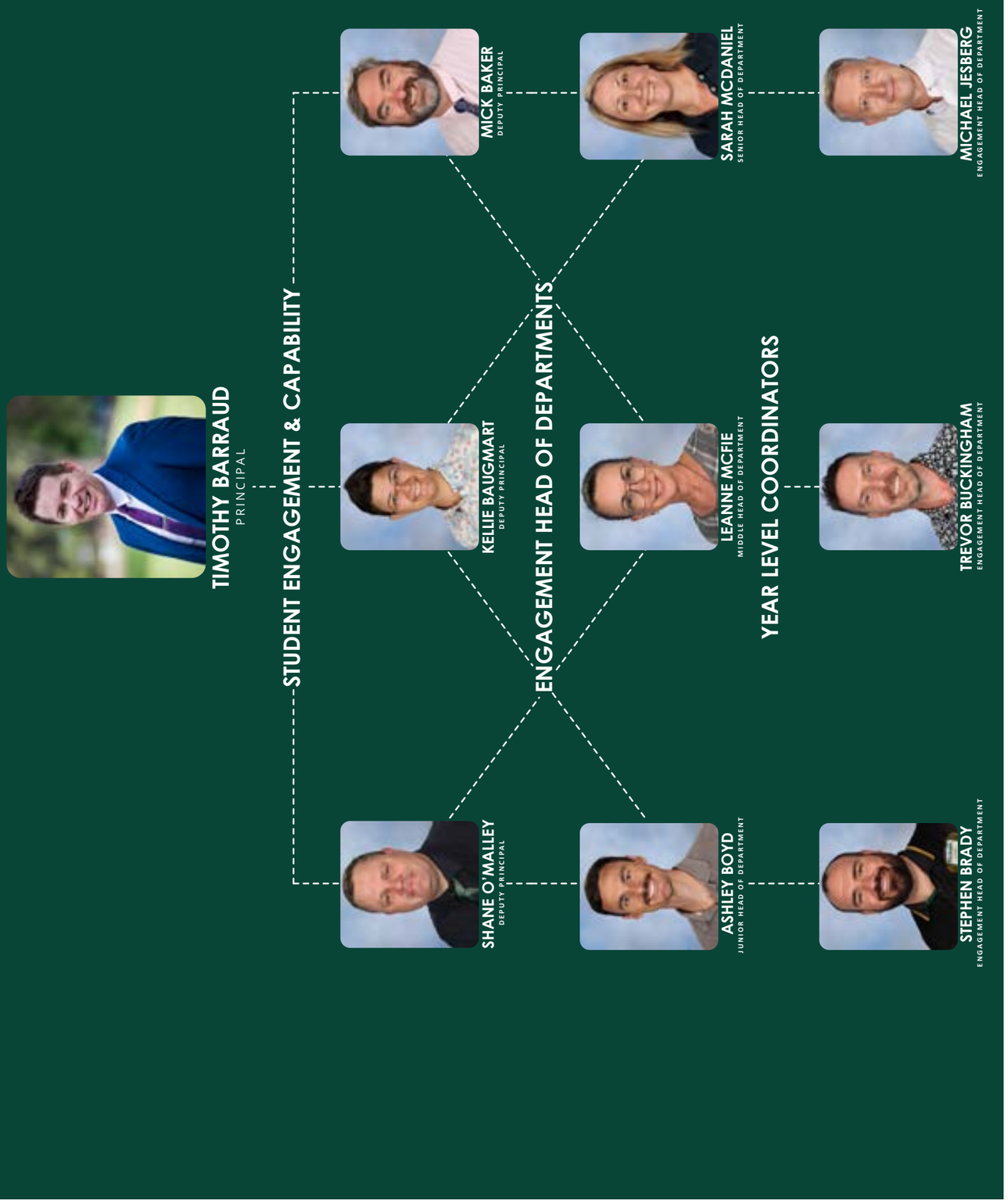
Embracing Global Perspectives
Our award-winning International Program enriches the cultural fabric of our school community and strengthens global understanding among students. We believe future citizens require intercultural capability, empathy and global competence, developed through meaningful learning experiences and connections with students from diverse backgrounds and perspectives. We enable all students to commit to a global competence outlook that is shaped in local and global contribution to society.

A Connected Community with an Exceptional Legacy
At Balmoral State High School, we believe student engagement is intentional, relational and deeply connected to success. Engagement is not something we expect from students, we design and co-construct with them through purposeful learning, strong relationships and authentic opportunities for every learner to connect, contribute and thrive. We are committed to creating classrooms and experiences that foster curiosity, challenge thinking and build learner agency, ensuring students see relevance, value and meaning in their education. Through a culture of belonging, innovation and high expectations, we empower students to actively shape their learning journey and develop the confidence, resilience and capabilities required for a rapidly changing world. Balmoral is large enough to offer outstanding opportunities yet small enough to genuinely care, Balmoral provides a learning environment where students are encouraged to challenge their thinking, embrace creativity and pursue personal growth with confidence.

Our commitment is to provide an outstanding and well-rounded education that prepares young people to become resilient, engaged and future-ready citizens. At Balmoral, we are building a culture of belonging, innovation and excellence. We invite you to join us on the exciting journey of shaping your child's future.

I invite you to join us on an exciting journey- the education of your child – our future!

OUR LEADERSHIP TEAM



CAREER PRACTITIONERS

At Balmoral Guidance Officers are well placed to support, advise and assist students in understanding post school pathways.

As careers practitioners Guidance Officers have assessment tools and access to information that enable young people to increase their insight into their interests, strengths and knowledge to inform their pathway. Students can access generic information via career education programs, events and activities at school. One on one appointments that provide specific information for the individual can contribute to career development.

KATE NILAND

HELEN MARTSCHINKE

Resources to assist pathway planning can be found within our school's website (https://balmoralshs.eq.edu.au/support-and-resources/student-services-and-support-programs), SET Plan information for parents/carers and Career Planning (https://www.youtube.com/watch?v=C_PJBsG7_0c). In addition, the following resources support all of our students as they progress through Years 7 to 12 and beyond include-

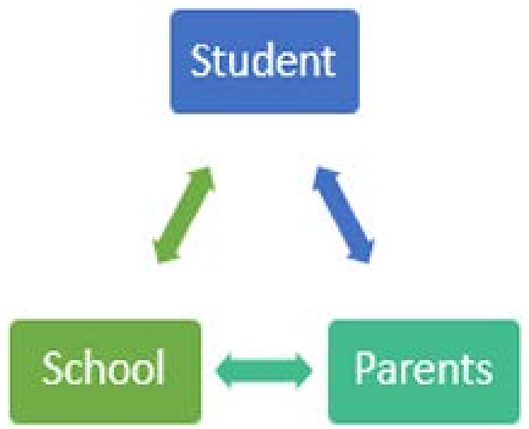
myfuture career planning https://myfuture.edu.au/assist-your-child

Balmoral's Careers Website https://studyworkgrow.com/education/school/balmoral-sate-high-school/

Study Work Grow for families https://studyworkgrow.com/education/school/balmoral-sate-high-school/for-families/

Senior Program information https://myqce.qcaa.qld.edu.au/

Balmoral Senior Program https://balmoralshs.eq.edu.au/curriculum/senior-school



SENIOR EDUCATION PROFILE (SEP)

SENIOR EDUCATION PROFILE

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

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

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

SENIOR STATEMENT

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.
If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

QCE ELIGIBILITY

The Queensland Government has introduced laws which required young people to be learning or earning.

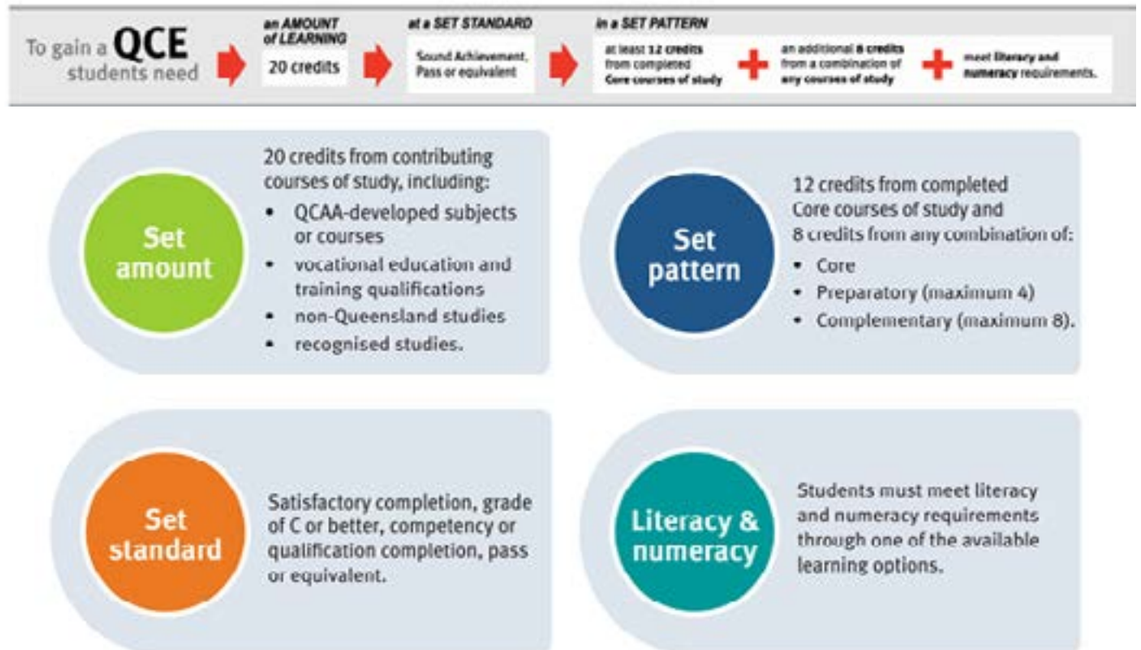
All young people are required to complete Year 10 at school and then go on to undertake a further two years of education and/or training. Young people are only exempt from these requirements if they gain full-time employment (employment must be guaranteed 25 hours per week or more). The aim of this legislation is to encourage as many young people as possible to complete 12 years of schooling or its equivalent.

During Year 10, all students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA). Their registration generates a Learner Unique Identifier (LUI) number and opens their learning account to bank credits towards their Queensland Certificate of Education (QCE).

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.



The QCE lets you choose from a wide range of subjects and courses. There are three categories of learning Core, Preparatory and Complementary — and some subjects and courses are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	**Core**	Up to 4 per course	**All subjects may contribute**
Applied subjects Applied subjects focus on practical skills and prepare you for work.	**Core**	Up to 4 per course	**Only 1 may contribute** when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	**Preparatory or Complementary** depending on course	1 per course	**Short courses do not contribute**
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	**Core, Preparatory or Complementary** depending on course	Up to 8 per course	**Only 1 may contribute** at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	**Core, Preparatory or Complementary** depending on course	As recognised by the QCAA	**Check with QTAC** depends on course

Set amount

Students must gain **20 credits** to attain a QCE. Upon successful completion of subjects and courses, QCE credits are awarded:

CATEGORIES AND COURSES	QCE CREDITS PER COURSE
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by the QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by the QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by the QCAA

Set pattern

Students must gain 12 credits of completed study (i.e. enrolled in the subject from start to finish) to meet the **Completed Core rule**. Completed Core credits can be awarded when a student:

- is enrolled in an Applied or General subject for Units 1, 2, 3 and 4 (regardless of whether Satisfactory or Unsatisfactory in Units 1 and/or 2) + achieves a final result of 'C' or better in Units 3 and 4
- and/or any completed VET certificate (Cert I, II or III – maximum points as per the Set Amount rule).

The remaining 8 points can occur from any successfully completed subject unit or VET subject that meet the Set Standard rule.

Set standard

Students must meet a Set standard to be eligible for a QCE. A Set standard means that a student has achieved:

- **Satisfactory** for Unit 1 and/or Unit 2 for General and Applied subjects
- **A grade of C or higher** for Units 3 and 4 at exit of course
- **Competent** for VET competencies
- **A grade of C or higher** for Short Courses on exit
- **Pass** as defined by the course for University subjects while at school
- **Awarded** for recognised studies, awards and certificates.

Literacy & numeracy

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

Literacy -

- Satisfactory completion of Unit 1 or Unit 2 of Literature, English or Essential English
- A grade of C or better at exit from Unit 3 and Unit 4 studies of Literature, English or Essential English

Numeracy –

- Satisfactory completion of Unit 1 or Unit 2 of Specialist Mathematics, Mathematical Methods, General Mathematics or Essential Mathematics.
- A grade of C or better at exit from Unit 3 and Unit 4 studies of Specialist Mathematics, Mathematical Methods, General Mathematics or Essential Mathematics.

ASSESSMENT

How you will be assessed in Years 11 and 12 depends on what you study:

QCAA GENERAL SUBJECTS

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

QCAA APPLIED SUBJECTS

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools).

QCAA SHORT COURSES

Short Courses have two internal assessments (set and marked by schools).

VET

VET assessment will vary, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

OTHER COURSES

Assessment in other courses will vary, depending on the course.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

If you have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to your performance in assessment, you should talk to your Guidance Officer or HOD of Inclusion.

RESULTS AND REPORTING

Your final subject results and QCE can be accessed in the Student Portal via the myQCE website in December — at the end of Year 12. You will need your 10-digit LUI to access the Student Portal.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

The Australian Tertiary Admission Rank will be used to select school leavers for tertiary entrance. It is used nationally and indicates a student's position relative to other ATAR-eligible students.

If you intend to go to university, your senior schooling program will need to be developed to meet ATAR eligibility requirements and the QCE requirements. The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for students at the end of Year 12.

QTAC will calculate your ATAR based on your results in either:

- 5 General subjects, or
- 4 General subjects, plus one Applied subject, or
- 4 General subjects, plus one VET qualification at Certificate III or above.

ENGLISH REQUIREMENT

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.
In addition, the following subject combination rules apply:

- only General English subjects or Applied English subjects can be included in the ATAR, but not both
- only General mathematics subjects or Essential Mathematics can be included in the ATAR, but not both
- if you complete the same Language subject (e.g. Chinese) as both an internally-assessed subject and a Senior External Examination, only one result can be included in your ATAR.

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

You can find more information on QTAC's website: www.qtac.edu.au.

OTHER TERTIARY ENTRANCE PATHWAYS

Each university has its own policies regarding school leavers without an ATAR.
If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with QTAC and/or the relevant university. Depending on the university, you may be able to gain entry with other qualifications.

Your school guidance officer can also help you understand the different tertiary entrance pathways and the best options for you.

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

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

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

STUDENTS ENTERING THEIR SENIOR SCHOOLING PHASE OF LEARNING:

Students entering Year 11 are beginning an exciting time in their learning journey and are required to make some vital decisions about their future.

Balmoral State High School prides itself on providing our students with learning pathways for the future. We have processes in place to ensure that every student's progress is closely monitored. The compilation and review of a Student's Education and Training Plan (SETP) is an important part of the process where students identify potential pathways for their future and then select opportunities offered through BSHS to work towards attaining their future goals.

We have provided information designed to assist students and their families in making informed choices with their pathway through Years 11 and 12.

If there is an aspect of a particular subject on which you require further information please contact the Head of Department for that subject, the Guidance Officers, or other members of the Senior Schooling team. Appointments can be made by phoning (07) 3823 8588 or emailing seniorschooling@balmoralshs.eq.edu.au

We wish our senior students' success in the endeavours they undertake through their Year 11 and 12 studies and challenge them to strive for excellence in their studies as well as utilise effectively the very high quality programs, resources and facilities our school takes pride in offering.

PATHWAYS

Generally, students studying Years 11 and 12 will follow one of the following three pathways through their senior studies.

University (ATAR)

Successfully engage in and complete -
5 **General** subjects,
or
4 **General** subjects + 1 **Applied** subject **or VET** (Cert III or above).

General subjects and other

Vocational

Employment, Traineeships, Apprenticeships, or study at TAFE/private provider.

Applied subjects or Certificates

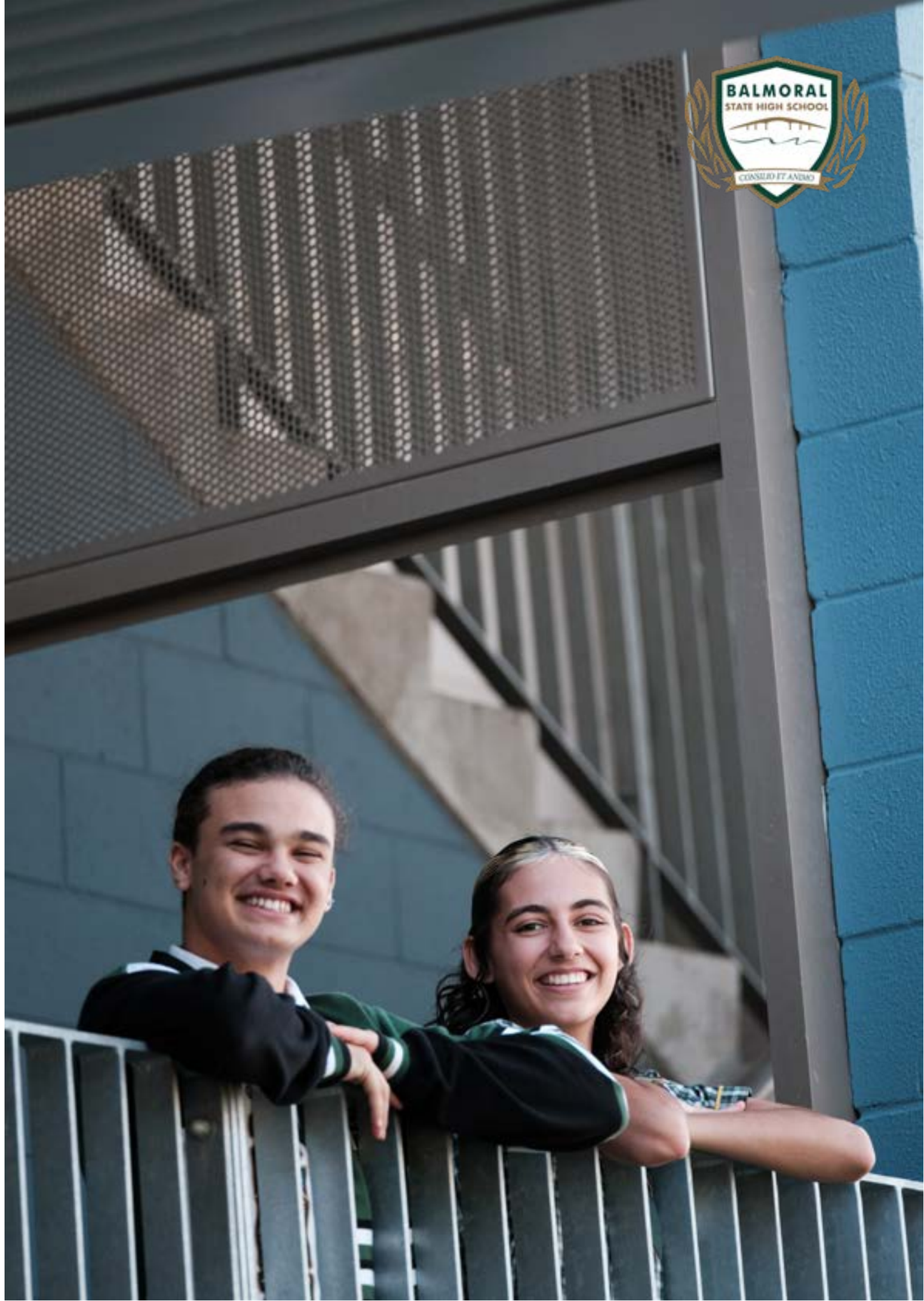
Tertiary (Rank)

Alternate entry into university post Year 12 using a Certificate III, IV or Diploma course. Applicants may still have to meet the English and other subject prerequisites for admission to university. Consult individual university's admission criteria.

Combination of General, Applied or Certificates

It is essential that students choose a pathway where they can select subjects, they are capable of achieving success in. It is also very important for students to have a good idea of what they would like to achieve after Year 12.

Students entering Year 11 need to consider subjects which will provide the greatest foundations for their intended pathways post-Year 12.



SENIOR SUBJECTS

SENIOR SUBJECTS

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

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

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

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

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

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

GENERAL SYLLABUSES AND SHORT COURSE SYLLABUSES

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

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

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships (SATs).

SYLLABUSES

SYLLABUSES

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term ***course of study*** describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

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

COURSE OVERVIEW

Applied and Applied (Essential) syllabuses are four-unit courses of study.
The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.
Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

CURRICULUM

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

Schools have autonomy to decide:

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

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

ASSESSMENT

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

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

Schools have autonomy to decide:

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

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

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

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT-SPECIFIC STANDARDS

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

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

GENERAL SYLLABUSES

GENERAL SYLLABUSES

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

COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

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

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

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

ASSESSMENT

UNITS 1 AND 2 ASSESSMENTS

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

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

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

UNITS 3 AND 4 ASSESSMENTS

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

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

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

INSTRUMENT-SPECIFIC MARKING GUIDES

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

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

EXTERNAL ASSESSMENT

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

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

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

GENERAL (EXTENSION) SYLLABUSES

GENERAL (EXTENSION) SYLLABUSES

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course.
Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

COURSE OVERVIEW

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).
Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

NOTE: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

ASSESSMENT

UNITS 3 AND 4 ASSESSMENTS

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.

The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

GENERAL (SENIOR EXTENSION EXAMINATION) SYLLABUSES

GENERAL (SENIOR EXTERNAL EXAMINATION) SYLLABUSES

Senior External Examinations are suited to:

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

COURSE OVERVIEW

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

ELIGIBILITY — SCHOOL STUDENTS

These are students who are:

- in the final year of senior secondary schooling (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Eligible Year 12 students can sit a maximum of two SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

TUITION

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. Applications from language schools or tutors will not be accepted.

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

ASSESSMENT

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

Senior External Examination results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

NOTE: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see www.qcaa.qld.edu.au/senior/see.

SHORT COURSE SYLLABUSES

SHORT COURSE SYLLABUSES

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

COURSE OVERVIEW

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

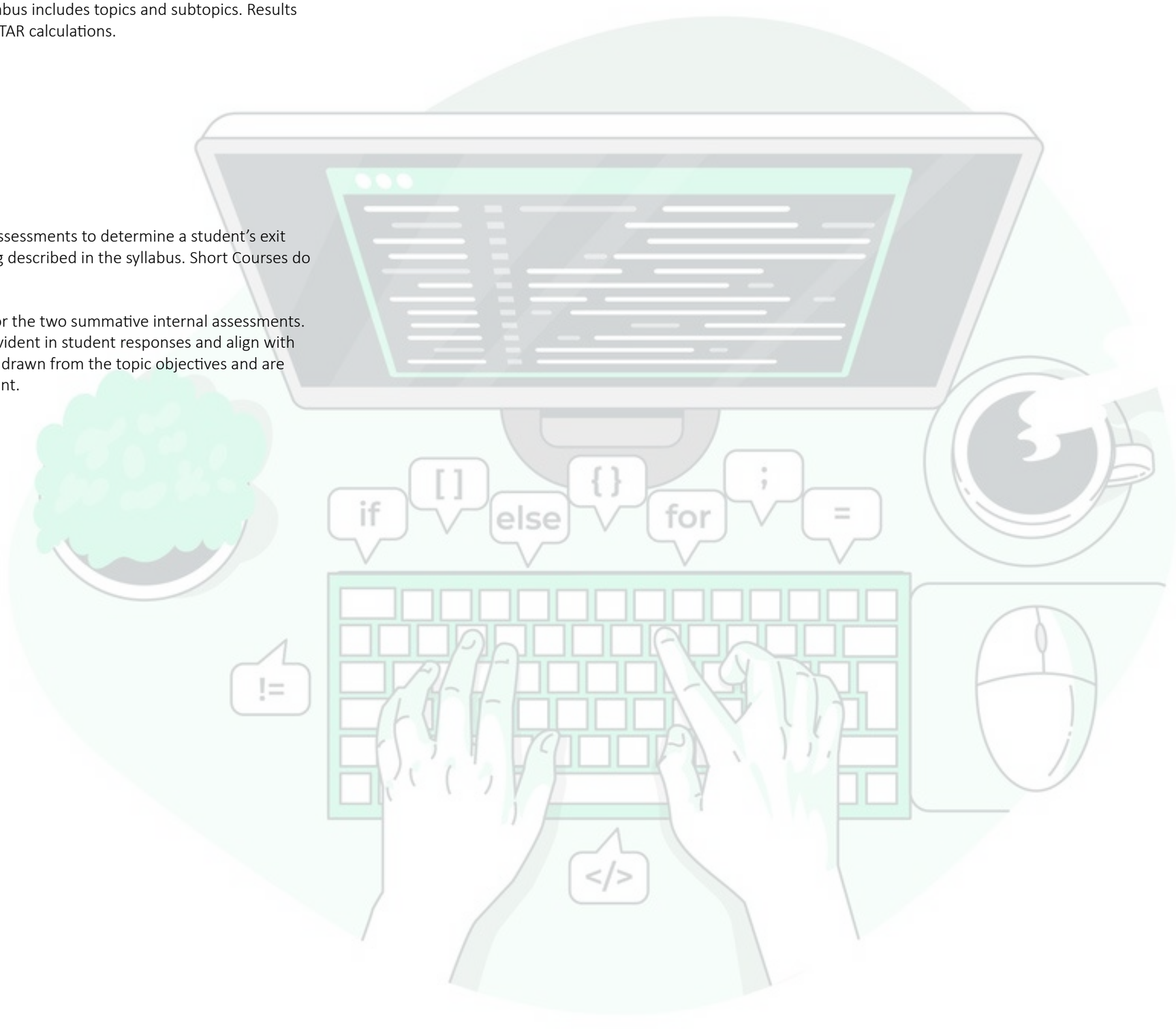
Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy

ASSESSMENT

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.



VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

VET subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They can also lead to further tertiary study and contribute to a students ATAR and/or Selection Rank.

COURSE OVERVIEW

VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills. VET subjects also lead to a tertiary pathway and contribute to a student's ATAR and/or Selection Rank. Balmoral State High School delivers a number of VET qualifications itself as its own Registered Training Organisation (RTO), as well as partnering with a number of external providers to deliver further VET programs and qualifications.

ASSESSMENT

All assessment in VET subjects is competency-based. A competency-based assessment is a way to measure competency for a vocational skill. To prove their competency, the learner must demonstrate an ability to work through specific units of competency using the benchmarks provided by industry-defined standards.

The emphasis on competency-based training is on the learner's ability to receive, respond to and process information whilst consistently applying their skills and knowledge. Therefore, the process of collecting evidence and making judgements drives the creation, delivery, and management of competency-based assessment that aligns with the application.

Students receive a result that is either competent or not-yet-competent. Students also receive multiple opportunities to demonstrate competence for each unit completed.

DUPLICATION OF LEARNING IN APPLIED SUBJECTS AND VET QUALIFICATIONS

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be a duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified on the QCAA website and apply to students at the time of enrolment in a course. This information is updated on the QCAA website annually.

The Applied subjects offered by BSHS that are affected by the duplication of learning issue are:

APPLIED SUBJECT	APPLIED SUBJECT	MAXIMUM QCE CREDIT
SPORT & RECREATION	FOOTBALL ACADEMY	4

Other duplication issues that have occurred in the past, as an example:

APPLIED SUBJECT	VET QUALIFICATION	MAXIMUM QCE CREDIT
HOSPITALITY PRACTICES	SIT20316 CERTIFICATE II IN HOSPITALITY	4

SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SATS)

School-based Apprenticeships and School-based Traineeships now allow students to begin and in some instances, complete a traineeship or apprenticeship while still continuing to study at school. Students in Years 11 and 12 can apply for an advertised SAT opportunity at any time.

SAT students:

- Combine school, work and training.
- Usually attend at least one day or work per week and train with a registered training organisation (this may be either on-the-job, at another venue).
- May have a reduced timetable (e.g. be studying 5 subjects plus their SAT).
- Certificates can be credited towards a QCE, further study and may articulate to a higher-level certificate or diploma.

The amount of QCE points gained from the VET qualification component of a SAT may also be affected by the duplication of applied subjects & VET issues, and the maximum number of credits allowed from the same training package situation. This must be considered before signing up to a SAT to ensure a student remains on track to achieve their QCE. QCAA's Student Connect website will enable a student to consider the impact of this on their QCE plan.

PATHWAY DEVELOPMENT

WORK EXPERIENCE

Work experience or structured work placement involves a student working with an employer in an unpaid capacity to experience what it may be like to work in a particular job or industry.
Work experience does not need to be linked to completion of study and may be accessed by students to try out different job opportunities. Students interested in signing up for a SAT may be required to complete work experience with an employer prior to a SAT sign-up to ensure the student is sure they wish to complete the SAT.

In Year 10, all students are provided a 5-day opportunity to complete work experience in Week 10 of Term 3. This assists students with their pathway explorations and for them to review their SET Plan interview decisions.

Any student in Years 10, 11 or 12 can participate in work experience and/or structure work placement. All work experience or structure work placement, whether organised by students/parents/family MUST be formalised through the school. This ensures the student is protected by insurance and to meet workers compensation requirements and is mandated under Government regulations.

If you require more information on SATs or would like to arrange a work experience or structure work placement opportunity, please contact via email seniorschooling@eq.edu.au

ACCESS, ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to completing assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skills in assessment. The school will use the information in the AARA application to inform their decisions about appropriate adjustments and arrangements for all senior summative assessment.

The Guidance Officers and Head of Inclusion have developed a school-based AARA process that supports the early identification of students with unexpected, existing long-term and chronic conditions so the school, parents/carers and students can confidently negotiate and implement AARA according to the guidelines.

Please see the Year 11 Guidance Officer, Year 10 & 12 Guidance Officer or Head of Inclusion for an application form. All students in Years 10, 11 and 12 who are wanting extensions and/or variations to the delivery and completion of assessment will be required to complete an AARA application.

Situations that are of the student's or parent's/carer's own choosing (e.g. family holiday) are not eligible for AARA consideration.

WHAT SUBJECTS SHOULD I CHOOSE?

FIND OUT ABOUT CAREER PATHWAYS

It is helpful if you have a few career ideas in mind before choosing subjects. Your exploration into careers, skills and values would have begun in Year 7 through our careers program.
Year 10 students are introduced to the three pathways offered at Balmoral which will guide you through the requirements and qualifications you will need to get a job in the occupational areas in which you are interested.

It is important to choose your subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

Overall Plan
As an overall plan, it is suggested that you choose subjects which:

- You will enjoy
- You have achieved in or feel confident of achieving good results in
- Reflect your interests and abilities
- Help you reach your career and employment goals
- Will develop skills, knowledge and attitudes useful throughout your life

GUIDELINES:

1) FIND OUT ABOUT CAREER PATHWAYS

It is helpful if you have a few career ideas in mind before choosing subjects. Your exploration into careers, skills and values would have begun in Year 7 through our careers program.

Year 10 students are introduced to the three pathways offered at Balmoral which will guide you through the requirements and qualifications you will need to get a job in the occupational areas in which you are interested.

Year 10 Students participate in the Careers program at Balmoral State High School. They will also be provided with work experience, question and answer sessions, Guidance Officer pre- SET Plan Interviews and other career information sessions which will assist students to prepare for and complete their Student Education and Training Plan (SET Plan).

If you are still unsure, then select subjects that will keep several career options open to you. The Guidance Officers will be able to help get you started.

The following resources give you information about planning for your career and exploring the occupations, the subjects and courses needed to gain entry to your chosen occupation through your chosen pathway:

- The Year 10 QTAC Guide 2027 is useful for information on tertiary courses offered in Queensland, from https://www.qtac.edu.au/download-qtac-course-guide/
- Queensland Tertiary Admissions Centre (QTAC) ATAR information page, Queensland ATAR (Australian Tertiary Admission Rank)
- Australia's national career information service, called My Future, available at myfuture
- For access to many different career education links please access the information from the Department of Education, Training and the Arts website available at Career Education
- Look for VET courses and explore career pathways through the Department of Employment, Small Business and Training – Queensland Skills Gateway website Queensland Skills Gateway
- Want more Career Advice you can accessed Career Advice
- Explore Queensland TAFE course. Scroll down to 'Take the Quiz' and find the right career for you. Reach your full potential by matching your personality profile with the study journey that's right for you. TAFE Queensland

2) ATTEND CAREERS EXPO

At Balmoral we invite students and parents to attend our Pathways Expo held during Careers Week in May. Local industry employers, universities, RTO's and Balmoral Staff and Students with informative faculty stalls will assist students to explore their pathways. These resources are also used to help guide and navigate the students' exploration through the Careers Expo. This will ensure students can find the right advice and opportunities for their career planning and development.

3) FIND OUT ABOUT SUBJECTS OFFERED BY YOUR SCHOOL

The different types of subjects offered at BSHS are explained in the 'Subjects at Balmoral State High School' section of this booklet. Senior subject information presentations are presented to students in Year 10 in Term 2 and 3.

4) CHECK OUT EACH SUBJECT FULLY

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

- Read subject descriptions and course outlines provided in this booklet.
- Talk to Heads of Department and teachers of each subject.
- Look at resources and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

5) CHOOSE A COMBINATION OF SUBJECTS THAT SUITS YOUR NEEDS AND ABILITIES:

TRAPS TO AVOID -

a. Do not select subjects simply because someone has told you that it "will help you get a better ATAR".
b. Consider peoples' opinion of the subjects but do not make your decision on these only. Check the subjects for yourself.
c. Do not select subjects because they are the same ones your friends are selecting.

VET - Consider taking courses which lead to a VET qualification if:

d. The course relates to or could provide a pathway to a job that attracts you.
e. Success in the course may give you credit in a higher-level course in which you are interested.
f. You are interested in the course and think you would enjoy studying it.
g. You might be industry ready and may want to participate in a School-Based apprenticeship or traineeship. Make you own connections with industry or speak to Ms Sof. for more information.

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

h. Ensure you select the pre-requisite subjects required for your preferred courses (see QTAC website: https://www.qtac.edu.au/).
i. Most students gain entry to university based on an ATAR.
j. Some institutions and courses will accept students who are not ATAR eligible if they have completed a Certificate III or IV VET qualification or diploma qualification. You need to check this information on the QTAC website and with the institution.

6) BE PREPARED TO ASK FOR HELP

If you and your parent/guardians are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – Teachers, Teacher Aides, Heads of Department, Guidance Officers, Deputy Principals, Principals. Don't be afraid to seek their assistance. They are all prepared to help.

CHANGING SUBJECTS

Before changing subjects' students and parents/guardians must carefully consider the impact that subject changes can have on a student's eligibility to achieve a QCE and ATAR (if eligible). Remember that all students must have at least 3 subjects that remain the same across Years 11 and 12 to remain eligible for a QCE and an ATAR (if applicable). It must be noted that if a student exits a subject with a D or E grade, they will receive no credit for that subject towards their QCE.

Students may only change subjects as per Balmoral SHS's Subject Change Policy. Subject changes must fit within the following parameters:

A subject change will only be permitted in the following circumstances:

1) Where despite all efforts a student is obtaining less than satisfactory results. In this instance, the student will be identified as requiring a subject change by either:

- Their classroom teacher or Head of Department;
- The end of term analysis of reporting data; or
- The student has been identified as being at risk of not achieving their QCE by the Head of Department Senior Schooling

2) Unsafe behaviours in practical subjects. Teachers are not to send students to administration directly for subject changes for this reason. Students must have completed a safety re-training program and must be referred via the HOD after subsequence safety breaches.

3) Has selected subjects that are incompatible and unable to be completed at the same time.

4) Failure to complete mandatory components of the course. Students must be referred to the Guidance Officer and Head of Department Senior Schooling via the HOD.

Subject changes recommended by a teacher or Head of Department changes will only be reviewed at the following times.

YEAR 12- No subject changes are able to be made as both Unit 3 and Unit 4 of each subject must be studied as a pair to accrue QCE points for a subject.

YEAR 11 – Within the first 2 weeks of Unit 1 commencement and at the end of Unit 1 or 2 only.

There will be no changes between General subject types due to the foundational knowledge students need to build in Units 1 and 2 in order to be successful in Units 3 & 4. Any permitted subject changes will be to Applied or VET subjects only. The only exception to this will be necessary changes from Mathematical Methods and/or Specialist Mathematics to the General Mathematics strand.

The Senior Schooling team, in consultation with Heads of Department, will make a decision regarding semester unit credits for senior certification.

All subject changes must be upon recommendation from the above parameters and must be conducted through the relevant year level Guidance Officer. Students must carefully select subjects that are suitable for their ability and intended career/study pathway beyond Year 12.

SUBJECTS AT BALMORAL STATE HIGH SCHOOL

SUBJECTS AT BALMORAL STATE HIGH SCHOOL

All students in Years 11 and 12 must choose:

- Literature, English, English as an additional language or Essential English
- General Mathematics, Mathematical Methods, or Essential Mathematics

Students must then select 4 elective subjects, ensuring their combination of subjects will allow them to achieve the 20 credits required to gain a Queensland Certificate of Education (QCE).

The success guide indicates the Year 10 minimum level of achievement or minimum skills required for success in the subject in Years 11 and 12. Students who do not currently have these attributes will need to gain them in order to succeed.

Subject and Course information provided below was published in June 2026. All information is correct at the time of publication but subject to change.

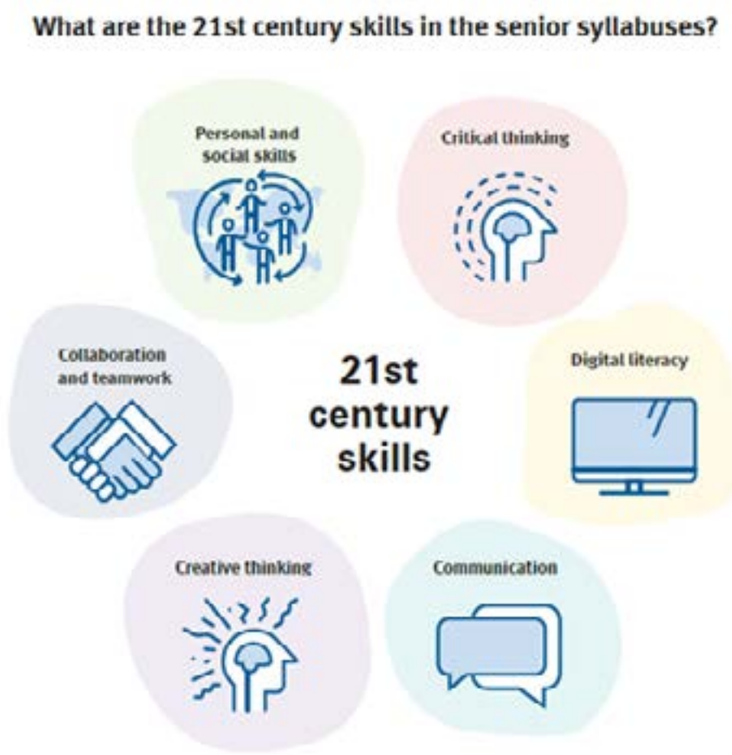
OTHER IMPORTANT INFORMATION – subjects offered are dependent on:

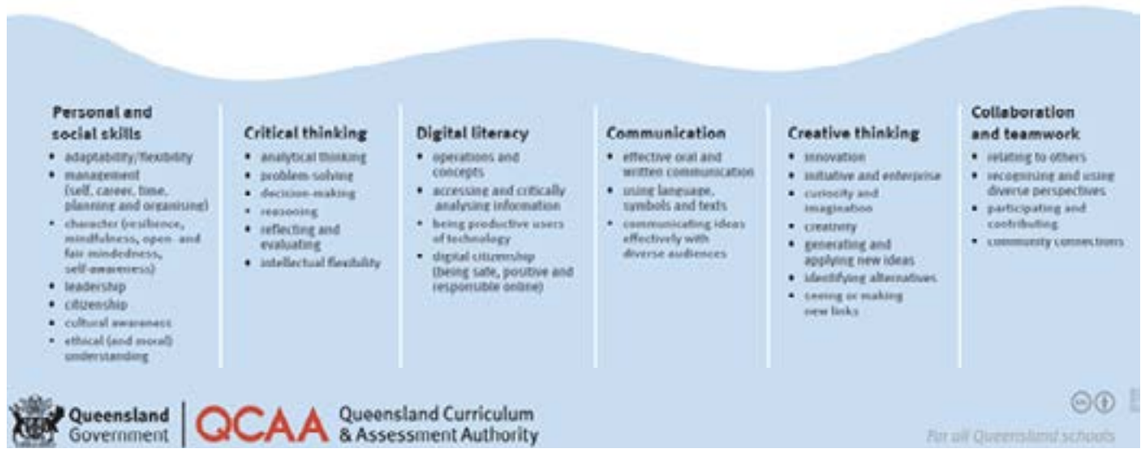
- Sufficient numbers of students choosing the subjects.
- Appropriate physical and human resources being available.

CAREER CLUSTERS AND 21ST CENTURY SKILLS

To support students in their decision-making processes regarding subject selection, we have undertaken an alignment and mapping process to align our subject offerings with the top three 21st Century Skills evident in each subject offering.

21ST CENTURY SKILLS FROM THE QCAA – PREPARING STUDENTS FOR A CHANGING WORLD: EMBEDDING IN SYLLABUSES





SUBJECTS	TYPE	RECCOMENDATIONS	21st CENTURY SKILLS
Accounting (ACC)	General	B in English, C in Mathematics	Digital Literacy Creative Thinking Critical Thinking
Aerospace Systems (AES)	General	C in Mathematics	Critical Thinking Creative Thinking Digital Literacy
Ancient History (AHS)	General	C in English C in Humanities Subjects	Critical Thinking Collaboration & Teamwork Communication
Aquatic Practices (AQR)	Applied		Critical Thinking Collaboration & Teamwork Communication
Arts in Practice (AIP)	Applied		Creative Thinking Personal & Social Skills Communication
Biology (BIO)	General	C in English C in any of Sciences	Critial Thinking Creative Thinking Communication
Business (BUS)	General	C in English & Mathematics	Communication Collaboration & Teamwork Digital Literacy
Business Studies (BSQ)	Applied		Communication Personal & Social SKills Digital Literacy
Chemistry (CHM)	General	C in English & Mathematics C in any of Sciences	Critical Thinking Creative Thinking Communication
Design (DES)	General	C in English	Creative Thinking Critical Thinking Digital Literacy
Drama (DRA)	General	C in English	Critical Thinking Creative Thinking Collaboration & Teamwork
Drama in Practice (DRP)	Applied		Collaboration & Teamwork Personal & Social Skills Communication
Engineering (EGR)	General	B in Math and English	Critical Thinking Creative Thinking Digital Literacy
English (ENG)	General	C to B in English	Communication & Teamwork Critical Thinking Creative Thinking
English as an Additional Language (ENL)	General	Application through Deputy	Communication & Teamwork Critical Thinking Creative Thinking
Essential English (ENE)	Applied		Communication & Teamwork Critical Thinking Creative Thinking
Essential Mathematics (MAE)	Applied		Communication Critical Thinking Personal & Social Skills
Fashion (FAZ)	Applied		Creative Thinking Personal & Social Skills Critical Thinking
Film, TV, New Media (FTM)	General	C in English	Critical Thinking Creative Thinking Digital Literacy
Food and Nutrition (FNU)	General	C in English B in any of Sciences	Digital Literacy Creative Thinking Critical Thinking
Football Academy (FBA)	Applied		Personal & Social Skills Collaboration & Teamwork Communication
General Mathematics (MAG)	General	C in Mathematics	Communication Critical Thinking Creative Thinking

SUBJECTS	TYPE	RECCOMENDATIONS	21st CENTURY SKILLS
Geography (GEO)	General	C in English C in Humanities Subjects	Digital Literacy Critical Thinking Creative Thinking
Hospitality Practices (HPJ)	Applied		Communication Personal & Social Skills Collaboration & Teamwork
Industrial Graphic Skills (GSK)	Applied		Communication Critical Thinking Digital Literacy
Industrial Technological Skills (ISK)	Applied		Communication Personal & Social Skills Collaboration & Teamwork
Japanese (JPS)	General	C in Japanese C in English	Communication Collaboration & Teamwork Personal & Social Skills
Legal Studies (LEG)	General	B in English B in Humanities subjects	Digital Literacy Creative Thinking Critical Thinking
Literature (LIT)	General	B in English	Critical Thinking Creative Thinking Communication
Mathematical Methods (MME)	General	C in Pre-Math Methods A in Mathematics	Critical Thinking Creative Thinking Communication
Modern History (MHS)	General	C in English C in Humanities subjects	Critical Thinking Collaboration & Teamwork Communication
Music (MUS)	General	B in English Ability to read music	Creative Thinking Collaboration & Teamwork Communication
Music Extension (MUX)	General	B in Senior Music Year 11	Creative Thinking Collaboration & Teamwork Communication
Netball Academy- Certificate III in Fitness and Coaching (NBA)	VET	Trial process C in English NBA in 7-10 preferable	Collaboration & Teamwork Personal & Social Skills Communication
Philosophy & Reason (PHR)	General	C in English B in Humanities subjects	Critical Thinking Creative Thinking Communication
Physics (PHY)	General	B in Mathematics or C in Pre- Math Methods B in any of the Sciences	Critical Thinking Creative Thinking Communication
Physical Education (PED)	General	C in English	Critical Thinking Collaboration & Teamwork Personal & Social Skills
Psychology (PSY)	General	C in any of the Sciences C in English	Critical Thinking Creative Thinking Communication
Science in Practice (SCP)	Applied		Critical Thinking Collaboration & Teamwork Communication
Social and Community Studies (SCS)	Applied		Communication Collaboration & Teamwork Personal & Social Skills
Specialist Mathematics (MAS)	General	B in Pre Maths Methods	Critical Thinking Creative Thinking Communication
Sport and Recreation (REC)	Applied		Communication Collaboration & Teamwork Personal & Social Skills
Visual Arts (ART)	General	C in English	Critical Thinking Creative Thinking Communication
Visual Art in Practice (VAP)	Applied		Creative Thinking Personal & Social Skills Communication

SENIOR PATHWAYS ROAD MAP

	CAREER CLUSTER	YEAR 10 OPTIONS School Options	YEAR 11/12 OPTIONS VET, BSDE or External Options	School Options	ENRICHMENT OPTIONS
UNIVERSITY	Business & Law		Diploma Business Cert IV Crime & Justice	Accounting Legal Studies Business Business Studies Japanese Literature	Careers Program Certificate Course Short Course First Aid Early-Start University Programs
	Creative & Performing Arts	Drama Music Academy Music Visual Art Media Arts	Cert III in Screen and Media	Film, TV and New Media Music Visual Art Visual Art and Practice	
	Health, Medicine & Behavioural Science	Physical Education Food & Nutrition	Cert II & Cert III in Individual Health Support	Biology Chemistry Food & Nutrition Physical Education Philosophy & Reason	
	Social Science Languages and Education*	People, Land & Law History Japanese		Japanese Modern History Geography Ancient History	
	STEM & Environment	Aviation Biology Chemistry Physics Psychology Engineering	Cert III Aviation	Aerospace Systems Biology Specialist Math Engineering Chemistry Physics Psychology	
VOCATIONAL	Creative and Performing Arts	Drama Dance Music Visual Art	Cert III in Early Childhood Ed & Care	Visual Arts in Practice Drama in Practice Arts in Practice	Careers Program Certificate Course Short Course Work Placement First Aid School-based Traineeships and Apprenticeships
	Business, Management and Hospitality	Business Enterprise Food and Nutrition Fashion	Cert II Hospitality Diploma of Business	Social & Community Studies Business Studies Hospitality Practices	
	Digital Media and Communication Technologies	Media Arts Digital Technologies		Media Arts in Practice Info Comm & Technology	
	Engineering, Manufacturing and Technology	Design Technology Materials and Specialisations	Cert III Aviation Cert II Engineering Cert II Electrotech	Design Engineering Skills Industrial Graphics Skills Industrial Technology Skills	
	Hair, Beauty & Fashion	Fashion	Cert II/III in Fashion, Apparel & Textiles	Fashion	
	STEM, Health and Fitness	Football Academy Applied Science Netball Academy	Cert II/III Health Cert II/III Fitness	Physical Ed. Sport & Rec. Football Acad. Sci. in Practice NBA Cert in Fitness Aquatic Practices	

SUBJECTS	TYPE	RECCOMENDATIONS	21st CENTURY SKILLS
Cert III in Aviation	VET	C in Aerospace &/or C in English	Critical Thinking Creative Thinking Digital Literacy
Certificate II in Electrotechnology	VET	Interest in a trade as an electrician	Communication Critical Thinking Collaboration & Teamwork
Cert II in Engineering Pathways (Marine)	VET	Interest in general engineering trades	Critical Thinking Creative Thinking Digital Literacy
Certificate IV in Justice Studies	VET	External TRO B in English	Digital Literacy Creative Thinking Critical Thinking
Certificate II in Sampling & Measurement	VET	No Pre-requisite as Enrichment course	Communication Personal & Social Skills Collaboration & Teamwork
Diploma of Business (VBU)	VET	C in English Selection Process	Communication Personal & Social Skills Digital Literacy
First Aid Course	VET	No Pre-requisite as Enrichment course	Communication Personal & Social Skills Collaboration & Teamwork

ENGLISH

Four types of subjects are offered within the English department. Students are encouraged to select a course of study which meets their individual needs, abilities, pathway and aspiration.

In Year 11 & 12, students can choose either;

Applied Subject - Essential English	**(Credits: 4)**
General Subject - English	**(Credits: 4)**
General Subject - English as an Additional Language	**(Credits: 4)**
General Subject - Literature	**(Credits: 4)**

ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

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

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

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

RECOMMENDATIONS:

Essential English has no preferred recommendations as it is designed to develop student's literacy and communication skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
LANGUAGE THAT WORKS	**TEXTS AND HUMAN EXPERIENCES**	**LANGUAGE THAT INFLUENCES**	**REPRESENTATIONS AND POPULAR CULTURE TEXTS**
• RESPONDING TO TEXTS • CREATING TEXTS	• CREATING AND SHAPING PERSPECTIVES ON COMMUNITY, LOCAL AND GLOBAL ISSUES IN TEXTS • RESPONDING TO TEXTS THAT SEEK TO INFLUENCE AUDIENCES	• CREATING AND SHAPING PERSPECTIVES ON COMMUNITY, LOCAL AND GLOBAL ISSUES IN TEXTS • RESPONDING TO TEXTS THAT SEEK TO INFLUENCE AUDIENCES	• 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 ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • SPOKEN RESPONSE	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • MULTIMODAL RESPONSE
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • COMMON INTERNAL RESPONSE	**SUMMATIVE INTERNAL ASSESSMENT 4 (IA4):** • WRITTEN RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

ENGLISH

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English.

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
PERSPECTIVES AND TEXTS	**TEXTS AND CULTURE**	**TEXTUAL CONNECTIONS**	**CLOSE STUDY OF LITERARY TEXTS**
• TEXTS IN CONTEXTS • LANGUAGE AND TEXTUAL ANALYSIS • RESPONDING TO AND CREATING TEXTS	• TEXTS IN CONTEXTS • LANGUAGE AND TEXTUAL ANALYSIS • RESPONDING TO AND CREATING TEXTS	• CONVERSATIONS ABOUT ISSUES IN TEXTS • CONVERSATIONS ABOUT CONCEPTS IN TEXTS.	• CREATIVE RESPONSES TO LITERARY TEXTS • CRITICAL RESPONSES TO LITERARY TEXTS

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • SPOKEN PERSUASIVE RESPONSE	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • EXAMINATION — EXTENDED RESPONSE
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • WRITTEN RESPONSE FOR A PUBLIC AUDIENCE	**SUMMATIVE EXTERNAL ASSESSMENT (EA):** • EXAMINATION — EXTENDED RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three hours of homework/study each week due to the demands of this subject.

ENGLISH AS AN ADDITIONAL LANGUAGE

GENERAL SENIOR SUBJECT

QCE CREDITS: 4

ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English. Applications for this subject are through the Deputy Principal.

PATHWAYS

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

OBJECTIVES

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
LANGUAGE, TEXT AND CULTURE	**PERSPECTIVES IN TEXTS**	**ISSUES, IDEAS AND ATTITUDES**	**CLOSE STUDY OF LITERARY TEXTS**
• UNDERSTANDING TEXTS • LANGUAGE AND TEXTUAL ANALYSIS • RESPONDING TO AND CREATING TEXTS	• UNDERSTANDING TEXTS • LANGUAGE AND TEXTUAL ANALYSIS • RESPONDING TO AND CREATING TEXTS	• UNDERSTANDING TEXTS • LANGUAGE AND TEXTUAL ANALYSIS • RESPONDING TO AND CREATING TEXTS	• CREATIVE RESPONSES TO LITERARY TEXTS • CRITICAL RESPONSES TO LITERARY TEXTS

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • EXAMINATION — EXTENDED RESPONSE	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • IMAGINATIVE RESPONSE
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • PERSUASIVE RESPONSE	SUMMATIVE EXTERNAL ASSESSMENT (EA): • EXAMINATION — EXTENDED RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three hours of homework/study each week due to the demands of this subject.

LITERATURE

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

RECOMMENDATIONS:

Students must achieve at least a B or higher in Year 10 English.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INTRODUCTION TO LITERARY STUDIES	**INTERTEXTUALITY**	**LITERATURE AND IDENTITY**	**INDEPENDENT EXPLORATIONS**
• WAYS LITERARY TEXTS ARE RECEIVED AND RESPONDED TO • HOW TEXTUAL CHOICES AFFECT READERS • CREATING ANALYTICAL AND IMAGINATIVE TEXTS	• WAYS LITERARY TEXTS CONNECT WITH EACH OTHER — GENRE, CONCEPTS AND CONTEXTS • WAYS LITERARY TEXTS CONNECT WITH EACH OTHER — STYLE AND STRUCTURE • CREATING ANALYTICAL AND IMAGINATIVE TEXTS	• RELATIONSHIP BETWEEN LANGUAGE, CULTURE AND IDENTITY IN LITERARY TEXTS • POWER OF LANGUAGE TO REPRESENT IDEAS, EVENTS AND PEOPLE • CREATING ANALYTICAL AND IMAGINATIVE TEXTS	• DYNAMIC NATURE OF LITERARY INTERPRETATION • CLOSE EXAMINATION OF STYLE, STRUCTURE AND SUBJECT MATTER • CREATING ANALYTICAL AND IMAGINATIVE TEXTS

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • EXAMINATION — EXTENDED RESPONSE	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • IMAGINATIVE RESPONSE
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • IMAGINATIVE RESPONSE	SUMMATIVE EXTERNAL ASSESSMENT (EA): • EXAMINATION — EXTENDED RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

HEALTH AND PHYSICAL EDUCATION

A range of subjects are offered within the Health and Physical Education department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 & 12, students can choose either;

- **Applied Subject - Sport and Recreation (Credits: 4)**
- **General Subject - Physical Education (Credits: 4)**

Academies

- **Applied Subject - Football Academy (Sport and Recreation completed during the course) (Credits: 4)**
- **VET Course - Netball Academy (Certificate II/III in Fitness and Sport Coaching and Fitness) (Credits: 8)**

SPORT & RECREATION

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

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

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

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

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

RECOMMENDATIONS:

Sport & Recreation has no preferred recommendations or prerequisites as it is designed to develop student's personal development and social skills, and caters for a diverse range of abilities.

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. Selected Units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION D	COACHING AND OFFICIATING
UNIT OPTION F	EMERGING TRENDS IN SPORT, FITNESS AND RECREATION
UNIT OPTION H	FITNESS FOR SPORT AND RECREATION
UNIT OPTION J	OPTIMISING PERFORMANCE

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 ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PERFORMANCE	STUDENTS INVESTIGATE, PLAN, PERFORM AND EVALUATE ACTIVITIES AND STRATEGIES TO ENHANCE OUTCOMES IN THE UNIT CONTEXT.	**PERFORMANCE** PERFORMANCE: UP TO 4 MINUTES **PLANNING AND EVALUATION** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 500 WORDS
PROJECT	STUDENTS INVESTIGATE, PLAN, PERFORM AND EVALUATE ACTIVITIES AND STRATEGIES TO ENHANCE OUTCOMES IN THE UNIT CONTEXT.	**INVESTIGATION AND SESSION PLAN** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 500 WORDS **PERFORMANCE** PERFORMANCE: UP TO 4 MINUTES **EVALUATION** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 500 WORDS

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
MOTOR LEARNING, FUNCTIONAL ANATOMY AND BIOMECHANICS IN PHYSICAL ACTIVITY	SPORT PSYCHOLOGY AND EQUITY IN PHYSICAL ACTIVITY	TACTICAL AWARENESS AND ETHICS IN PHYSICAL ACTIVITY	ENERGY, FITNESS AND TRAINING IN PHYSICAL ACTIVITY
• MOTOR LEARNING IN PHYSICAL ACTIVITY • FUNCTIONAL ANATOMY AND BIOMECHANICS IN PHYSICAL ACTIVITY	• SPORT PSYCHOLOGY IN PHYSICAL ACTIVITY • EQUITY — BARRIERS AND ENABLERS	• TACTICAL AWARENESS IN PHYSICAL ACTIVITY • ETHICS AND INTEGRITY IN PHYSICAL ACTIVITY	• ENERGY, FITNESS AND TRAINING INTEGRATED IN PHYSICAL ACTIVITY

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • PROJECT — FOLIO	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • PROJECT — FOLIO
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • INVESTIGATION — REPORT	SUMMATIVE EXTERNAL ASSESSMENT (EA): • EXAMINATION — COMBINATION RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two hours of homework/study each week due to the demands of this subject.

FOOTBALL ACADEMY

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

The senior Football Academy class is conducted as a senior school subject aligned with the applied Recreation subject. Students must trial and be accepted into the academy by demonstrating high levels of footballing ability in the three criteria, which are; “Game Awareness”, “Technical/Tactical” and “Football conditioning”.

Football conditioning, technical and tactical skills and game awareness are sequentially developed over the six-year course with the Year 11 and 12 program being the culmination. This is all linked closely to the ‘Building Blocks’ phases of Football Federation Australia’s (FFA) National Curriculum. Students must meet high academic efforts and behavioural standards to gain entry into the subject.

Football Academy provides students with opportunities to learn in, through and about football, examining the role it plays in the lives of individuals and communities. Students examine the relevance of football in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in football, and how physical skills can enhance participation and performance in football

Students are involved in acquiring, applying and evaluating information about and in football activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through football activities. They examine the effects of football on individuals and communities, investigate the role of football in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

RECOMMENDATIONS:

Football Academy requires a trail process. It has no preferred academic prerequisites as it is designed to develop student’s personal development and social skills, and caters for a diverse range of abilities. It is recommended that students have completed Year 7 to 10 Football Academy, but is not essential.

PATHWAYS

A course of study in the Football Academy 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:

- demonstrate physical responses and interpersonal strategies in individual and group situations in football activities
- describe concepts and ideas about football using terminology and examples
- explain procedures and strategies in, about and through football activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group football activities
- manage individual and group football activities

NOTE: STUDENTS CAN ONLY CHOOSE SPORT AND RECREATION OR FOOTBALL ACADEMY AND NOT BOTH DUE TO SUBJECT DUPLICATION.

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. Selected Units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION B	ATHLETE DEVELOPMENT AND WELLBEING
UNIT OPTION D	COACHING AND OFFICIATING
UNIT OPTION H	FITNESS FOR SPORT AND RECREATION
UNIT OPTION J	OPTIMISING PERFORMANCE

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 ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PERFORMANCE	STUDENTS INVESTIGATE, PLAN, PERFORM AND EVALUATE ACTIVITIES AND STRATEGIES TO ENHANCE OUTCOMES IN THE UNIT CONTEXT.	**PERFORMANCE** PERFORMANCE: UP TO 4 MINUTES **PLANNING AND EVALUATION** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 500 WORDS
PROJECT	STUDENTS INVESTIGATE, PLAN, PERFORM AND EVALUATE ACTIVITIES AND STRATEGIES TO ENHANCE OUTCOMES IN THE UNIT CONTEXT.	**INVESTIGATION AND SESSION PLAN** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 500 WORDS **PERFORMANCE** PERFORMANCE: UP TO 4 MINUTES **EVALUATION** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 500 WORDS

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

NETBALL ACADEMY - FIT EDUCATION AUSTRALIA PTY LTD: RTO NUMBER 32155 (VET SENIOR SUBJECT)

QCE CREDITS: 8

ATAR CONTRIBUTION: ☑ (VET)

The senior Netball Academy class is conducted as a senior school subject aligned with a Certificate II/III in Fitness and Coaching.

Students must trial and be accepted into the academy by demonstrating high levels of netballing ability in the three criteria, which are; “Game Awareness”, “Technical/Tactical” and “Netball conditioning”. Netball conditioning, technical and tactical skills and game awareness are sequentially developed over the course of this program starting in Year 10 Semester 2 and finishing at the end of Year 12 Semester 1. Students must meet high academic efforts and behavioural standards to gain entry into the subject.

The Netball academy allows students to study netball through a combined Certificate Course of Certificate II in Sport Coaching and Certificate III in Fitness provided by Fit Education Australia Pty. Ltd. Therefore, students will finish with two completed certificates.

This course is a VETis funded and fee-for-service course. The course costs $550.00 (as of June 2026).

Please see the VET subject section of this booklet for more information.

fiteducation
SPORT & FITNESS COURSES

(SIS20321) CERTIFICATE II IN SPORT COACHING

With the announcements of the Brisbane 2032 Olympics this is the perfect course to launch your coaching career. Use this qualification to work in assistant coaching roles at community based sports clubs and organisations in the Australian sport industry.

(SIS30321) CERTIFICATE III IN FITNESS

You don’t have to be fit or have any prior knowledge in fitness to start this course. This course will provide you with skills including: knowing how to conduct a health screening, apply anatomy and physiology to exercise prescription, test fitness levels, design exercise programs, develop your communication skills, make basic nutritional recommendations.

RECOMMENDATIONS:

Netball Academy requires a trail process. It has no preferred academic prerequisites as it is designed to develop student’s personal development and social skills, and caters for a diverse range of abilities. It is recommended that students have completed Year 7 to 10 Netball Academy, but this is not essential.

PATHWAYS

A course of study in the Netball Academy 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.

Nationally recognised and once you complete your course, you can register with Fitness Australia and work anywhere in Australia. Certificate II in Sports Coaching may allow you to work as an assistance coach. The Certificate III in Fitness completion allows you to work in a fitness centre as a Group Fitness Instructor or Gym Instructor.

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.

By the conclusion of the course of study, students should meet the following competencies:

(SIS20321) CERTIFICATE II IN SPORT COACHING

- SISSSCO002 Work in a community coaching role
- SISXCAI001 Provide equipment for activities
- SISSSCO001 – Conduct sport coaching sessions with foundation level participants Workplace Health and Safety and Emergencies
- SIRXWHS001 Work safely
- SISXEMR001 Respond to emergency situations
- SISXFAC002 Maintain sport, fitness and recreation facilities First Aid Certificate
- HLTAID011– Provide first aid- Assessment of the CPR certificate is a combination of practical first aid activities and a short online activity.

(SIS30321) CERTIFICATE III IN FITNESS (FEE-FOR-SERVICE)

- SISXFAC002 Maintain sport, fitness and recreation facilities (Elective)
- HLTWHS001 Participate in workplace health and safety (Core)
- SISFFIT047 Use anatomy & physiology knowledge to support safe & effective exercise (Core)
- BSBPEF301 Organise personal work priorities (Core)
- BSBOPS304 Deliver and monitor a service to customers (Core)
- SISFFIT032 Complete pre-exercise screening and service orientation (Core)
- SISFFIT033 Complete client fitness assessments (Core)
- SISFFIT052 Provide healthy eating information (Core)
- SISFFIT040 Develop and instruct gym based exercise programs for individual clients (Core)
- SISXCA009 Instruct Strength and Conditioning Techniques (Electives)
- SISFFIT037 Develop and instruct group movement programs for children
- SISFFIT035 Plan group exercise sessions (Core)
- SISFFIT036 Instruct group exercise sessions (Core)
- BSBOPS403 Apply business risk management processes (Electives)
- HLTAID011 Provide First Aid (Core)

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HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

HUMANITIES AND SOCIAL SCIENCES

A range of subjects are offered within the Humanities and Social Sciences department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 & 12, students can choose either;

- **Applied Subject - Business Studies (Credits: 4)**
- **Applied Subject - Social and Community Studies (Credits: 4)**
- **General Subject - Accounting (Credits: 4)**
- **General Subject - Ancient History (Credits: 4)**
- **General Subject - Business (Credits: 4)**
- **General Subject - Geography (Credits: 4)**
- **General Subject - Legal Studies (Credits: 4)**
- **General Subject - Modern History (Credits: 4)**
- **General Subject - Philosophy and Reason (Credits: 4)**

BUSINESS STUDIES

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

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

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

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

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

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

RECOMMENDATIONS:

Business Studies has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

STRUCTURE

Business 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. Selected Units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION A	WORKING IN ADMINISTRATION
UNIT OPTION C	WORKING WITH CUSTOMERS
UNIT OPTION D	WORKING IN MARKETING
UNIT OPTION E	WORKING IN EVENTS

ASSESSMENT

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
EXTENDED RESPONSE	STUDENTS RESPOND TO STIMULUS RELATED TO A BUSINESS SCENARIO ABOUT 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
PROJECT	STUDENTS INVESTIGATE, PLAN, PERFORM AND EVALUATE ACTIVITIES AND STRATEGIES TO ENHANCE OUTCOMES IN THE UNIT CONTEXT.	**ACTION PLAN** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 4 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 600 WORDS **EVALUATION** ONE OF THE FOLLOWING • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 4 MINUTES, 4 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 400 WORDS

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one to two hours of homework/study each week due to the demands of this subject.

SOCIAL & COMMUNITY STUDIES

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing. The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

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

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

RECOMMENDATIONS:

Social and Community Studies has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

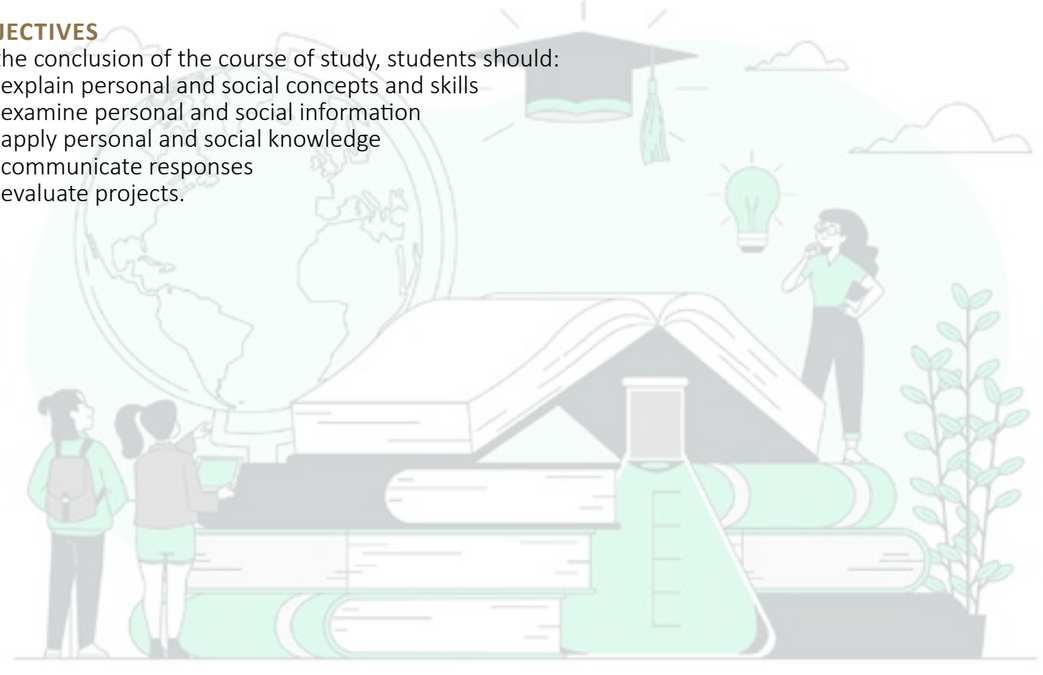
PATHWAYS

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. The selected units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION C	RELATIONSHIPS AND WORK ENVIRONMENTS
UNIT OPTION D	LEGAL AND DIGITAL CITIZENSHIPS
UNIT OPTION E	AUSTRALIA AND ITS PLACE IN THE WORLD
UNIT OPTION F	ARTS AND IDENTITY

ASSESSMENT

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PROJECT	STUDENTS DEVELOP RECOMMENDATIONS OR PROVIDE ADVICE TO ADDRESS A SELECTED ISSUE RELATED TO THE UNIT CONTEXT.	ITEM OF COMMUNICATION ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 4 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 600 WORDS EVALUATION ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 4 MINUTES, 4 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 3 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 400 WORDS
EXTENDED RESPONSE	STUDENTS RESPOND TO STIMULUS RELATED TO ISSUE THAT IS RELEVANT TO THE UNIT CONTEXT.	ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 7 MINUTES, 10 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • SPOKEN: UP TO 7 MINUTES, OR SIGNED EQUIVALENT • WRITTEN: UP TO 1000 WORDS
INVESTIGATION	STUDENTS INVESTIGATE AN ISSUE RELEVANT TO THE UNIT CONTEXT BY COLLECTING AND EXAMINING 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

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one to two hours of homework/study each week due to the demands of this subject.

ACCOUNTING

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION:

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

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

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

RECOMMENDATIONS:

Students should achieve at least a C or higher in Year 10 English and Mathematics.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
REAL WORD ACCOUNTING	**FINANCIAL REPORTING**	**MANAGING RESOURCES**	**ACCOUNTING - THE BIG PICTURE**
• INTRODUCTION TO ACCOUNTING • ACCOUNTING FOR TODAY'S BUSINESSES	• END-OF-PERIOD REPORTING FOR TODAY'S BUSINESSES • PERFORMANCE ANALYSIS OF A SOLE TRADER BUSINESS	• CASH MANAGEMENT • MANAGING RESOURCES FOR A SOLE TRADER BUSINESS	• FULLY CLASSIFIED FINANCIAL STATEMENT REPORTING AND ANALYSIS FOR A SOLE TRADER BUSINESS • COMPLETE ACCOUNTING PROCESS FOR A SOLE TRADER BUSINESS • PERFORMANCE ANALYSIS OF A PUBLIC COMPANY

ASSESSMENT:

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

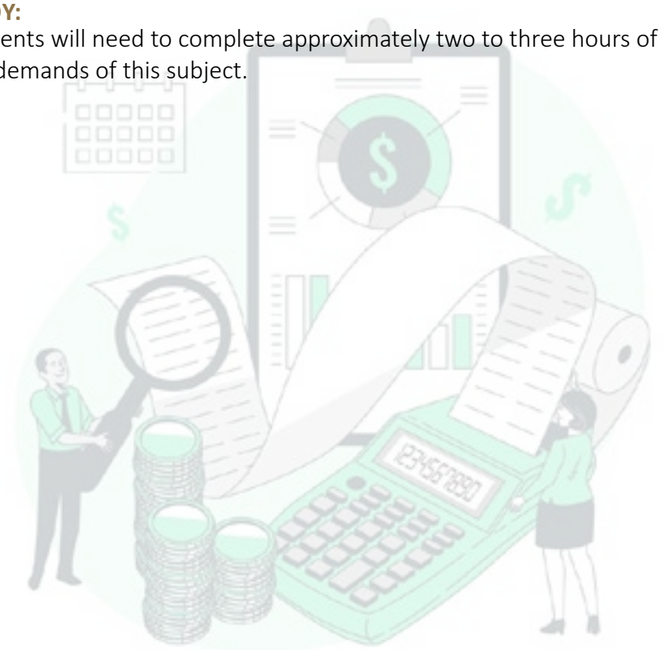
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • PROJECT — CASH MANAGEMENT	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • EXAMINATION — COMBINATION RESPONSE
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • EXAMINATION — COMBINAATION RESPONSE	**SUMMATIVE EXTERNAL ASSESSMENT (EA):** • EXAMINATION — COMBINATION RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.



ANCIENT HISTORY

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English and a C or higher in a Humanities subject.

PATHWAYS

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

OBJECTIVES

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

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

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).

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INVESTIGATING THE ANCIENT WORLD	**PERSONALITIES IN THEIR TIME**	**RECONSTRUCTING THE ANCIENT WORLD**	**PEOPLE, POWER AND AUTHORITY**
• DIGGING UP THE PAST • FEATURES OF ANCIENT SOCIETIES	• PERSONALITY FROM THE ANCIENT WORLD 1 • PERSONALITY FROM THE ANCIENT WORLD 2	SCHOOLS SELECT TWO OF THE FOLLOWING HISTORICAL PERIODS TO STUDY IN THIS UNIT: • THEBES — EAST AND WEST, FROM THE 18TH TO THE 20TH DYNASTY • THE BRONZE AGE AEGEAN • ASSYRIA FROM TIGLATH PILESER III TO THE FALL OF THE EMPIRE • THE ANCIENT LEVANT — FIRST AND SECOND TEMPLE PERIOD • PERSIA FROM CYRUS II TO DARIUS III • FIFTH CENTURY ATHENS (BCE) • MACEDONIAN EMPIRE FROM PHILIP II TO ALEXANDER III • ROME DURING THE REPUBLIC • EARLY IMPERIAL ROME FROM AUGUSTUS TO NERO • POMPEII AND HERCULANEUM • LATER HAN DYNASTY AND THE THREE KINGDOMS • THE CELTS AND/OR ROMAN BRITAIN • THE MEDIEVAL CRUSADES • CLASSICAL JAPAN UNTIL THE END OF THE HEIAN PERIOD	SCHOOLS SELECT ONE OF THE FOLLOWING HISTORICAL PERIODS TO STUDY IN THIS UNIT: • ANCIENT EGYPT — NEW KINGDOM IMPERIALISM • ANCIENT GREECE — THE PERSIAN WARS • ANCIENT GREECE — THE PELOPONNESIAN WAR • ANCIENT CARTHAGE AND/OR ROME — THE PUNIC WARS • ANCIENT ROME — CIVIL WAR AND THE BREAKDOWN OF THE REPUBLIC • ANCIENT ROME — THE AUGUSTAN AGE • ANCIENT ROME — IMPERIAL ROME UNTIL THE FALL OF THE WESTERN ROMAN EMPIRE • ANCIENT ROME — THE BYZANTINE EMPIRE SCHOOLS SELECT ONE OF THE PERSONALITY OPTIONS THAT HAS BEEN NOMINATED BY THE QCAA FOR THE EXTERNAL ASSESSMENT. SCHOOLS WILL BE NOTIFIED OF THE OPTIONS AT LEAST TWO YEARS BEFORE THE EXTERNAL ASSESSMENT IS IMPLEMENTED.

SUMMATIVE ASSESMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • EXAMINATION — EXTENDED RESPONSE	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • INVESTIGATION
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • INVESTIGATION	SUMMATIVE EXTERNAL ASSESSMENT (EA): • EXAMINATION — SHORT RESPONSES

BUSINESS

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought. This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English and Mathematics.

PATHWAYS

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

OBJECTIVES

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
BUSINESS CREATION • FUNDAMENTALS OF BUSINESS • CREATION OF BUSINESS IDEAS	**BUSINESS GROWTH** • ESTABLISHMENT OF A BUSINESS • ENTERING MARKETS	**BUSINESS DIVERSIFICATION** • COMPETITIVE MARKETS • STRATEGIC DEVELOPMENT	**BUSINESS EVOLUTION** • REPOSITIONING A BUSINESS • TRANSFORMATION OF A BUSINESS

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • EXAMINATION — COMBINATION RESPONSE	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • FEASIBILITY REPORT
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • BUSINESS REPORT	**SUMMATIVE EXTERNAL ASSESSMENT (EA):** • EXAMINATION — COMBINATION RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

GEOGRAPHY

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.
Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English and a C or higher in a Humanities subject.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
RESPONDING TO RISK AND VULNERABILITY IN HAZARD ZONES • NATURAL HAZARD ZONES • ECOLOGICAL HAZARD ZONES	**PLANNING SUSTAINABLE PLACES** • RESPONDING TO CHALLENGES FACING A PLACE IN AUSTRALIA • MANAGING **CHALLENGES FACING A MEGACITY**	**RESPONDING TO LAND COVER TRANSFORMATIONS** • LAND COVER TRANSFORMATIONS AND CLIMATE CHANGE • **RESPONDING TO LOCAL LAND COVER TRANSFORMATIONS**	**MANAGING POPULATION CHANGE** • POPULATION CHALLENGES IN AUSTRALIA • GLOBAL POPULATION CHANGE

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • **EXAMINATION — COMBINATION RESPONSE**	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • **DATA REPORT**
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • **FIELD REPORT**	**SUMMATIVE EXTERNAL ASSESSMENT (EA):** • **EXAMINATION — COMBINATION RESPONSE**

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

LEGAL STUDIES

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

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

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

RECCOMENDATIONS:

Students must achieve at least a B or higher in Year 10 English and a B or higher in a Humanities subject.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
BEYOND REASONABLE DOUBT • LEGAL FOUNDATIONS • CRIMINAL INVESTIGATION PROCESS • CRIMINAL TRIAL PROCESS • PUNISHMENT AND SENTENCING	**BALANCE OF PROBABILITIES** • CIVIL LAW FOUNDATIONS • CONTRACTUAL OBLIGATIONS • NEGLIGENCE AND THE DUTY OF CARE	**LAW, GOVERNANCE AND CHANGE** • GOVERNANCE IN AUSTRALIA • LAW REFORM WITHIN A DYNAMIC SOCIETY	**HUMAN RIGHTS IN LEGAL CONTEXTS** • HUMAN RIGHTS • AUSTRALIA'S LEGAL RESPONSE TO INTERNATIONAL LAW AND HUMAN RIGHTS • HUMAN RIGHTS IN AUSTRALIAN CONTEXTS

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • **EXAMINATION — COMBINATION RESPONSE**	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • **INVESTIGATION — ANALYTICAL ESSAY**
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • **INVESTIGATION — INQUIRY REPORT**	**SUMMATIVE EXTERNAL ASSESSMENT (EA):** • **EXAMINATION — COMBINATION RESPONSE**

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

MODERN HISTORY

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened.

Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences.

In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English and a C or higher in a Humanities subjects.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
IDEAS IN THE MODERN WORLD **SCHOOLS SELECT TWO OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • AUSTRALIAN FRONTIER WARS, 1788–1930S (FIRST FLEET ARRIVES IN AUSTRALIA – CALEDON BAY CRISIS ENDS) • AGE OF ENLIGHTENMENT, 1750S–1789 (ENCYCLOPÉDIE PUBLISHED – FRENCH REVOLUTION BEGINS) • INDUSTRIAL REVOLUTION, 1760S–1890S (SPINNING JENNY INVENTED – KINETOSCOPE DEVELOPED) • AMERICAN REVOLUTION, 1763–1783 (FRENCH AND INDIAN WAR ENDS – TREATY OF PARIS SIGNED) • FRENCH REVOLUTION, 1789–1799 (ESTATES GENERAL MEETS – NEW CONSULATE ESTABLISHED) • AGE OF IMPERIALISM, 1848–1914 (SECOND ANGLO-SIKH WAR BEGINS – WORLD WAR I BEGINS) • MEIJI RESTORATION, 1868–1912 (MEIJI GOVERNMENT ESTABLISHED – EMPEROR MEIJI DIES) • BOXER REBELLION AND ITS AFTERMATH, 1900–1911 (BOXER MILITANCY IN PINGYUAN BEGINS – OVERTHROW OF THE QING DYNASTY) • RUSSIAN REVOLUTION, 1905–1920S (BLOODY SUNDAY TAKES PLACE – RUSSIAN CIVIL WAR ENDS)	• **MOVEMENTS IN THE MODERN WORLD** • **SCHOOLS SELECT TWO OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • EMPOWERMENT OF FIRST NATIONS AUSTRALIANS SINCE 1938 (FIRST DAY OF MOURNING PROTEST TAKES PLACE) • INDEPENDENCE MOVEMENT IN INDIA, 1857–1947 (SEPOY REBELLION BEGINS – INDIAN INDEPENDENCE ACT 1947 BECOMES LAW) • WORKERS' MOVEMENT SINCE THE 1860S (GREAT SHOEMAKERS STRIKE IN NEW ENGLAND BEGINS) • WOMEN'S MOVEMENT SINCE 1893 (WOMEN'S SUFFRAGE IN NEW ZEALAND BECOMES LAW) • MAY FOURTH MOVEMENT IN CHINA AND ITS AFTERMATH, 1919–1930S (STUDENT PROTESTS AT BEIJING UNIVERSITY BEGIN – THE NEW LIFE MOVEMENT BEGINS) • INDEPENDENCE MOVEMENT IN ALGERIA, 1945–1962 (DEMONSTRATIONS IN SETIF BEGIN – ALGERIAN INDEPENDENCE DECLARED)	• **NATIONAL EXPERIENCES IN THE MODERN WORLD** • **SCHOOLS SELECT TWO OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • AUSTRALIA SINCE 1901 (FEDERATION OF AUSTRALIA) • UNITED KINGDOM SINCE 1901 (EDWARDIAN ERA BEGINS) • •FRANCE, 1799–1815 (COUP OF 18 BRUMAIRE BEGINS – HUNDRED DAYS END) • NEW ZEALAND SINCE 1841 (SEPARATE COLONY OF NEW ZEALAND ESTABLISHED) • GERMANY SINCE 1914 (WORLD WAR I BEGINS) • UNITED STATES OF AMERICA, 1917–1945 (ENTRY INTO WORLD WAR I – WORLD WAR II ENDS) • SOVIET UNION, 1920S–1945 (RUSSIAN CIVIL WAR ENDS – WORLD WAR II ENDS) • JAPAN SINCE 1931 (INVASION OF MANCHURIA BEGINS) • CHINA SINCE 1931 (INVASION OF MANCHURIA BEGINS) • INDONESIA SINCE 1942 (JAPANESE OCCUPATION BEGINS)	**INTERNATIONAL EXPERIENCES IN THE MODERN WORLD** **SCHOOLS SELECT ONE OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • AUSTRALIAN ENGAGEMENT WITH ASIA SINCE 1945 (WORLD WAR II IN THE PACIFIC ENDS) • SEARCH FOR COLLECTIVE PEACE AND SECURITY SINCE 1815 (CONCERT OF EUROPE BEGINS) • TRADE AND COMMERCE BETWEEN NATIONS SINCE 1833 (TREATY OF AMITY AND COMMERCE BETWEEN SIAM AND THE UNITED STATES OF AMERICA SIGNED) • MASS MIGRATIONS SINCE 1848 (CALIFORNIA GOLD RUSH BEGINS) • INFORMATION AGE SINCE 1936 (ON COMPUTABLE NUMBERS PUBLISHED) • GENOCIDES AND ETHNIC CLEANSINGS SINCE THE 1930S (HOLOCAUST BEGINS) • NUCLEAR AGE SINCE 1945 (FIRST ATOMIC BOMB DETONATED) • COLD WAR AND ITS AFTERMATH, 1945–2014 (YALTA CONFERENCE BEGINS – RUSSO-UKRAINIAN WAR BEGINS) • STRUGGLE FOR PEACE IN THE MIDDLE EAST SINCE 1948 (ARAB-ISRAELI WAR BEGINS) • CULTURAL GLOBALISATION SINCE 1956 (INTERNATIONAL BROADCAST OF THE 1956 SUMMER OLYMPICS IN MELBOURNE TAKES PLACE)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
IDEAS IN THE MODERN WORLD **SCHOOLS SELECT TWO OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • XINHAI REVOLUTION AND ITS AFTERMATH, 1911–1916 (WUCHANG UPRISING BEGINS – DEATH OF YUAN SHIKAI) • IRANIAN REVOLUTION AND ITS AFTERMATH, 1977–1980S (ANTI-SHAH DEMONSTRATIONS TAKE PLACE – IRAN BECOMES AN ISLAMIC REPUBLIC) • ARAB SPRING SINCE 2010 (TUNISIAN REVOLUTION BEGINS) • ALTERNATIVE TOPIC FOR UNIT 1.	**MOVEMENTS IN THE MODERN WORLD** **SCHOOLS SELECT TWO OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • INDEPENDENCE MOVEMENT IN VIETNAM, 1945–1975 (VIETNAMESE INDEPENDENCE DECLARED – SAIGON FALLS TO NORTH VIETNAMESE FORCES) • ANTI-APARTHEID MOVEMENT IN SOUTH AFRICA, 1948–1991 (APARTHEID LAWS START – APARTHEID LAWS END) • AFRICAN-AMERICAN CIVIL RIGHTS MOVEMENT SINCE 1954 (JUDGMENT IN BROWN V. BOARD OF EDUCATION DELIVERED) • ENVIRONMENTAL MOVEMENT SINCE THE 1960S (SILENT SPRING PUBLISHED) • LGBTQIA+ CIVIL RIGHTS MOVEMENT SINCE 1969 (STONEWALL RIOTS BEGIN) • PRO-DEMOCRACY MOVEMENT IN MYANMAR (BURMA) SINCE 1988 (PEOPLE POWER UPRISING BEGINS) • ALTERNATIVE TOPIC FOR UNIT 2.	**NATIONAL EXPERIENCES IN THE MODERN WORLD** **SCHOOLS SELECT TWO OF THE FOLLOWING TOPICS TO STUDY IN THIS UNIT:** • INDONESIA SINCE 1942 (JAPANESE OCCUPATION BEGINS) • INDIA SINCE 1947 (INDIAN INDEPENDENCE ACT OF 1947 BECOMES LAW) • ISRAEL SINCE 1917 (ANNOUNCEMENT OF THE BALFOUR DECLARATION) • SOUTH KOREA SINCE 1948 (REPUBLIC OF KOREA BEGINS).	**HUMAN RIGHTS IN LEGAL CONTEXTS** • SPACE EXPLORATION SINCE THE 1950S (PUBLICATION OF ARTICLES FOCUSED ON SPACE TRAVEL) • RIGHTS AND RECOGNITION OF FIRST PEOPLES SINCE 1982 (UNITED NATIONS WORKING GROUP ON INDIGENOUS POPULATIONS ESTABLISHED) • TERRORISM, ANTI-TERRORISM AND COUNTER-TERRORISM SINCE 1984 (BRIGHTON HOTEL BOMBING TAKES PLACE). SCHOOLS SELECT ONE OF THE TOPIC OPTIONS THAT HAS BEEN NOMINATED BY THE QCAA FOR THE EXTERNAL ASSESSMENT AND HAS NOT BEEN STUDIED IN TOPIC 1. SCHOOLS WILL BE NOTIFIED OF THE TOPIC OPTIONS AT LEAST TWO YEARS BEFORE THE EXTERNAL ASSESSMENT IS IMPLEMENTED.

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • **EXAMINATION — EXTENDED RESPONSE**	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • **INVESTIGATION**
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • **INVESTIGATION**	**SUMMATIVE EXTERNAL ASSESSMENT (EA):** • **EXAMINATION — SHORT RESPONSE**

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

PHILOSOPHY & REASON

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

RECCOMENDATIONS:
Students must achieve at least a B or higher in Year 10 English and a B or higher in a Humanities subject.

PATHWAYS
A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
FUNDAMENTALS OF REASON • FUNDAMENTALS OF REASON	REASON IN PHILOSOPHY • PHILOSOPHY OF RELIGION • PHILOSOPHY OF SCIENCE • PHILOSOPHY OF MIND	MORAL PHILOSOPHY AND SCHOOLS OF THOUGHT • MORAL PHILOSOPHY • PHILOSOPHICAL SCHOOLS OF THOUGHT	SOCIAL AND POLITICAL PHILOSOPHY • RIGHTS • POLITICAL PHILOSOPHY

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 ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • EXAMINATION — EXTENDED RESPONSE	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • ANALYTICAL ESSAY
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • ANALYTICAL ESSAY	SUMMATIVE EXTERNAL ASSESSMENT (EA): • EXAMINATION — EXTENDED RESPONSE

HOMEWORK & STUDY:
It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

LANGUAGES

A range of subjects are offered within the Languages department. Students are encouraged to select a course of study which meets their individual needs, interest, abilities and aspirations.

In Year 11 & 12, students can choose either;

General Subject - Japanese (Credits: 4)
General Subject - Senior External Examination (SEE) (Credits: 4)

JAPANESE

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

ATAR CONTRIBUTION:

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

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

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

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

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 Japanese.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
私のくらし — MY WORLD • FAMILY/CARERS • PEERS • EDUCATION	私達の世界をたんけんする — EXPLORING OUR WORLD • TRAVEL AND EXPLORATION • SOCIAL CUSTOMS • JAPANESE INFLUENCES AROUND	私達の社会、文化とアイデンティティ — OUR SOCIETY; CULTURE AND IDENTITY • LIFESTYLES AND LEISURE • THE ARTS, ENTERTAINMENT AND SPORTS	私の現在と将来 — MY PRESENT; MY FUTURE • THE PRESENT • FUTURE CHOICES

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • EXAMINATION — SHORT RESPONSE	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (30%) • MULTIMODAL PRESENTATION AND INTERVIEW
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (25%) • EXAMINATION — EXTENDED RESPONSE	SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) • EXAMINATION — COMBINATION RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

SENIOR EXTERNAL EXAMINATION

LANGUAGES
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

The following languages are offered through Senior External Examination (SEE) syllabuses:

- Arabic
- Chinese
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese.

RECOMMENDATIONS:
Students must be fluent in speaking and interpreting the chosen language and language conventions.

ASSESSMENT
All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

Each language examination consists of a written and an oral component, completed on different days. Students must sit both components.

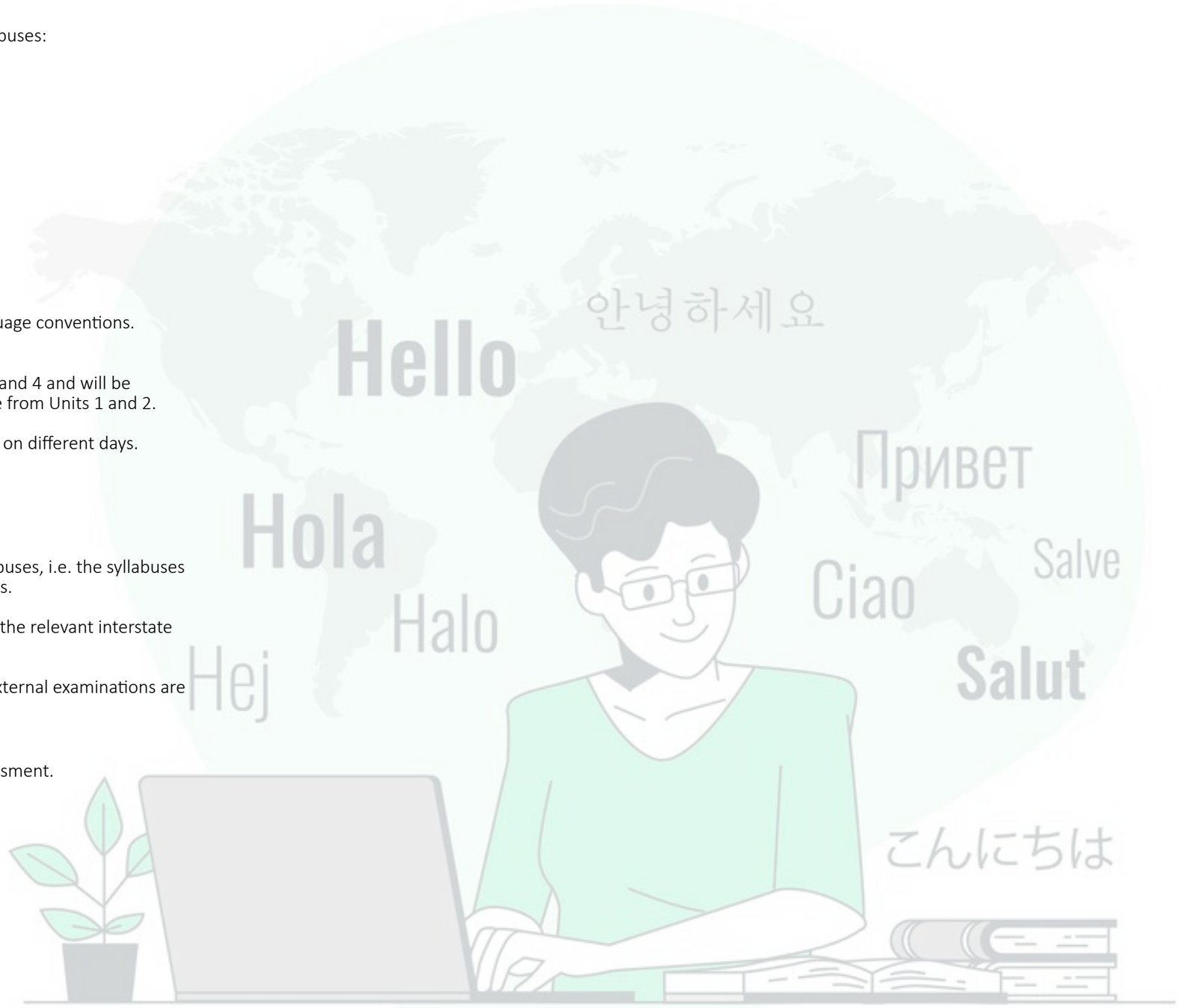
All oral examinations will be recorded.

LANGUAGE EXAMINATIONS
Arabic, Latin, Modern Greek, Polish, Punjabi, Russian and Tamil are 'borrowed' syllabuses, i.e. the syllabuses for Senior External Examinations are based on syllabuses from interstate jurisdictions.

In such cases, the oral and written examinations will be set by a panel appointed by the relevant interstate Authority, and marked by assessors appointed by that Authority.

For all other languages syllabuses (Chinese, Indonesian, Korean and Vietnamese), External examinations are developed and marked by assessors appointed by the QCAA.

HOMEWORK & STUDY:
It is expected that students will need to participate in tuition leading up to the assessment.



MATHEMATICS

A range of subjects are offered within the Mathematics department. Students are encouraged to select a course of study which meets their individual needs, interest, abilities and aspirations.

In Year 11 & 12, students can choose either;

Applied Subject - Essential Mathematics	**(Credits: 4)**
General Subject - General Mathematics	**(Credits: 4)**
General Subject - Mathematical Methods	**(Credits: 4)**
General Subject - Specialist Mathematics	**(Credits: 4)**

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT

QCE CREDITS: 4

ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

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

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

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

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

RECOMMENDATIONS:

Essential Mathematics has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
NUMBER, DATA AND GRAPHS • FUNDAMENTAL TOPIC: CALCULATIONS • NUMBER • REPRESENTING DATA • MANAGING MONEY	**DATA AND TRAVEL** • FUNDAMENTAL TOPIC: CALCULATIONS • DATA COLLECTION • GRAPHS • TIME AND MOTION	**MEASUREMENT, SCALES AND CHANCE** • FUNDAMENTAL TOPIC: CALCULATIONS • MEASUREMENT • SCALES, PLANS AND MODELS • PROBABILITY AND RELATIVE FREQUENCIES	**GRAPHS, DATA AND LOANS** • FUNDAMENTAL TOPIC: CALCULATIONS • BIVARIATE GRAPHS • SUMMARISING AND COMPARING DATA • LOANS AND COMPOUND INTEREST

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3: 25% EACH	UNIT 4: 25% EACH
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • PROBLEM-SOLVING AND MODELLING TASK	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • PROBLEM-SOLVING AND MODELLING TASK
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • COMMON INTERNAL ASSESSMENT (CIA)	**SUMMATIVE INTERNAL ASSESSMENT (IA4):** • EXAMINATION — SHORT RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

GENERAL MATHEMATICS

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

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

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

RECOMMENDATIONS:
Students must achieve at least a C or higher in Year 10 Mathematics.

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
MONEY, MEASUREMENT, ALGEBRA AND LINEAR EQUATIONS • CONSUMER ARITHMETIC • SHAPE AND MEASUREMENT • SIMILARITY AND SCALE • ALGEBRA • LINEAR EQUATIONS AND THEIR GRAPHS	APPLICATIONS OF LINEAR EQUATIONS AND TRIGONOMETRY, MATRICES AND UNIVARIATE DATA ANALYSIS • APPLICATIONS OF LINEAR EQUATIONS AND THEIR GRAPHS • APPLICATIONS OF TRIGONOMETRY • MATRICES • UNIVARIATE DATA ANALYSIS 1 • UNIVARIATE DATA ANALYSIS 2	BIVARIATE DATA AND TIME SERIES ANALYSIS, SEQUENCES AND EARTH GEOMETRY • BIVARIATE DATA ANALYSIS 1 • BIVARIATE DATA ANALYSIS 2 • TIME SERIES ANALYSIS • GROWTH AND DECAY IN SEQUENCES • EARTH GEOMETRY AND TIME ZONES	INVESTING AND NETWORKING • LOANS, INVESTMENTS AND ANNUITIES 1 • LOANS, INVESTMENTS AND ANNUITIES 2 • GRAPHS AND NETWORKS • NETWORKS AND DECISION MATHEMATICS 1 • NETWORKS AND DECISION MATHEMATICS 2

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

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

SUMMATIVE ASSESMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): 20% PROBLEM-SOLVING AND MODELLING TASK	
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • EXAMINATION — SHORT RESPONSE %	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • EXAMINATION — SHORT RESPONSE %
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:
It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

MATHEMATICAL METHODS

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

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

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

RECOMMENDATIONS:

Students must achieve at least a B or higher in Pre-Maths Methods.

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:

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
SURDS, ALGEBRA, FUNCTIONS AND PROBABILITY • SURDS AND QUADRATIC FUNCTIONS • BINOMIAL EXPANSION AND CUBIC FUNCTIONS • FUNCTIONS AND RELATIONS • TRIGONOMETRIC FUNCTIONS • PROBABILITY	**CALCULUS AND FURTHER FUNCTIONS** • EXPONENTIAL FUNCTIONS • LOGARITHMS AND LOGARITHMIC FUNCTIONS • INTRODUCTION TO DIFFERENTIAL CALCULUS • APPLICATIONS OF DIFFERENTIAL CALCULUS • FURTHER DIFFERENTIATION	**FURTHER CALCULUS AND INTRODUCTION TO STATISTICS** • DIFFERENTIATION OF EXPONENTIAL AND LOGARITHMIC FUNCTIONS • DIFFERENTIATION OF TRIGONOMETRIC FUNCTIONS AND DIFFERENTIATION RULES • FURTHER APPLICATIONS OF DIFFERENTIATION • INTRODUCTION TO INTEGRATION • DISCRETE RANDOM VARIABLES	**FURTHER CALCULUS, TRIGONOMETRY AND STATISTICS** • FURTHER INTEGRATION • TRIGONOMETRY • CONTINUOUS RANDOM VARIABLES AND THE NORMAL DISTRIBUTION • SAMPLING AND PROPORTIONS • INTERVAL ESTIMATES FOR PROPORTIONS

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): 20% PROBLEM-SOLVING AND MODELLING TASK	
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • EXAMINATION — SHORT RESPONSE 15%	**UMMATIVE INTERNAL ASSESSMENT 3 (IA3): • EXAMINATION — SHORT RESPONSE 15%**
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

QCE CREDITS: 4

ATAR CONTRIBUTION: ☑

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

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

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

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

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

RECOMMENDATIONS:

Students must achieve at least a B or higher in Year 10 Pre-Math Methods.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
COMBINATORICS, PROOF, VECTORS AND MATRICES • COMBINATORICS • INTRODUCTION TO PROOF • VECTORS IN THE PLANE • ALGEBRA OF VECTORS IN TWO DIMENSIONS • MATRICES	**COMPLEX NUMBERS, FURTHER PROOF, TRIGONOMETRY, FUNCTIONS AND TRANSFORMATIONS** • • COMPLEX NUMBERS • • COMPLEX ARITHMETIC AND ALGEBRA • • CIRCLE AND GEOMETRIC PROOFS • • TRIGONOMETRY AND FUNCTIONS • • MATRICES AND TRANSFORMATIONS	**FURTHER COMPLEX NUMBERS, PROOF, VECTORS AND MATRICES** • FURTHER COMPLEX NUMBERS • MATHEMATICAL INDUCTION AND TRIGONOMETRIC PROOFS • VECTORS IN TWO AND THREE DIMENSIONS • VECTOR CALCULUS • FURTHER MATRICES	**FURTHER CALCULUS AND STATISTICAL INFERENCE** • INTEGRATION TECHNIQUES • APPLICATIONS OF INTEGRAL CALCULUS • RATES OF CHANGE AND DIFFERENTIAL EQUATIONS • MODELLING MOTION • STATISTICAL INFERENCE

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • PROBLEM-SOLVING AND MODELLING TASK (20%) **SUMMATIVE INTERNAL ASSESSMENT 2 (IA2):** • EXAMINATION — SHORT RESPONSE (20%)	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):** • EXAMINATION — SHORT RESPONSE (15%)
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% • EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately three to four hours of homework/study each week due to the demands of this subject.

SCIENCES

A range of subjects are offered within the Science department. Students are encourage to select a course of study which meets their individual needs, abilities and aspirations.

In Year 11 & 12, students can choose either;

Applied Subject - Aquatic Practices	**(Credits: 4)**
Applied Subject - Science in Practice	**(Credits: 4)**
General Subject - Biology	**(Credits: 4)**
General Subject - Chemistry	**(Credits: 4)**
General Subject - Physics	**(Credits: 4)**
General Subject - Psychology	**(Credits: 4)**

AQUATIC PRACTICES

APPLIED SENIOR SUBJECT

QCE CREDITS: 4

ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

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

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

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

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

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

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

RECOMMENDATIONS:

Aquatic Practices has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

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

UNIT OPTION	UNIT TITLE
UNIT OPTION A	AQUATIC ECOSYSTEMS
UNIT OPTION B	COASTLINES AND NAVIGATION
UNIT OPTION D	AQUARIUMS AND AQUACULTURE
UNIT OPTION E	USING THE AQUATIC ENVIRONMENT

ASSESSMENT:

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

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
APPLIED INVESTIGATION	STUDENTS INVESTIGATE A RESEARCH QUESTION BY COLLECTING, ANALYSING AND INTERPRETING PRIMARY OR SECONDARY INFORMATION.	ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 7 MINUTES, 10 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • WRITTEN: UP TO 1000 WORDS
PRACTICAL PROJECT	STUDENTS USE PRACTICAL SKILLS TO COMPLETE A PROJECT IN RESPONSE TO A SCENARIO.	COMPLETED PROJECT ONE OF THE FOLLOWING: • PRODUCT: 1 • PERFORMANCE: UP TO 4 MINUTES DOCUMENTED PROCESS MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one to two hours of homework/study each week due to the demands of this subject.

SCIENCE IN PRACTICE

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

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

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

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

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

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

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

RECOMMENDATIONS:

Science in Practice has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

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

OBJECTIVES

By the conclusion of the course of study students should:

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

STRUCTURE:

Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The selected units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION A	CONSUMER SCIENCE
UNIT OPTION C	FORENSIC SCIENCE
UNIT OPTION D	DISEASE
UNIT OPTION E	SUSTAINABILITY

ASSESSMENT:

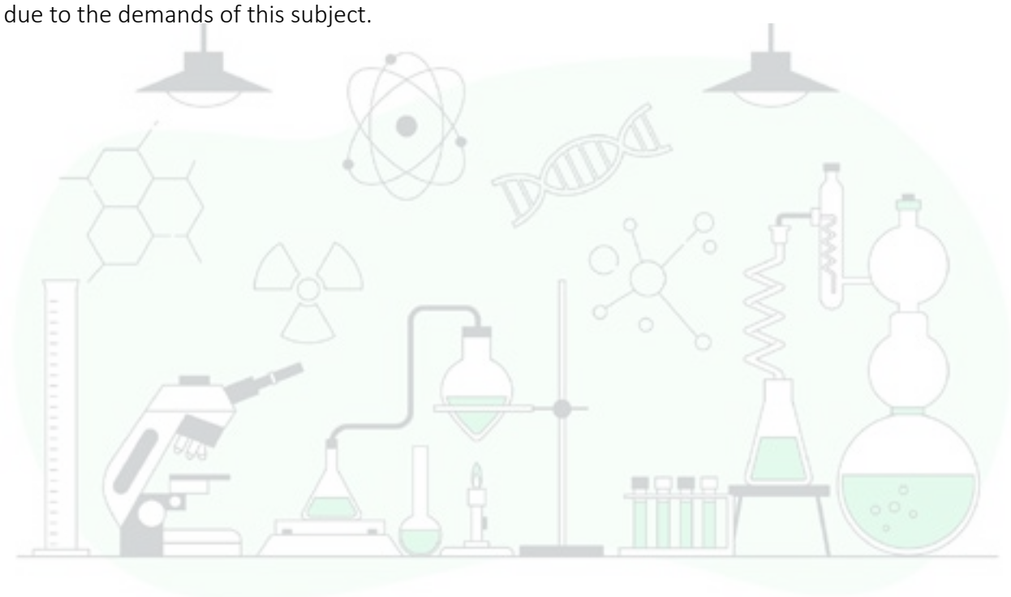
Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
APPLIED INVESTIGATION	STUDENTS INVESTIGATE A RESEARCH QUESTION BY COLLECTING, ANALYSING AND INTERPRETING PRIMARY OR SECONDARY INFORMATION.	ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 7 MINUTES, 10 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • WRITTEN: UP TO 1000 WORDS
PRACTICAL PROJECT	STUDENTS USE PRACTICAL SKILLS TO COMPLETE A PROJECT IN RESPONSE TO A SCENARIO.	COMPLETED PROJECT ONE OF THE FOLLOWING: • PRODUCT: 1 • PERFORMANCE: UP TO 4 MINUTES DOCUMENTED PROCESS MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one to two hours of homework/study each week due to the demands of this subject.



BIOLOGY

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English and a C or higher in any of the Year 10 Science subjects.

PATHWAYS

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

OBJECTIVES

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

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CELLS AND MULTICELLULAR ORGANISMS • CELLS AS THE BASIS OF LIFE • EXCHANGE OF NUTRIENTS AND WASTES • CELLULAR ENERGY, GAS EXCHANGE AND PLANT PHYSIOLOGY	**MAINTAINING THE INTERNAL ENVIRONMENT** • HOMEOSTASIS — THERMOREGULATION AND OSMOREGULATION • INFECTIOUS DISEASE AND EPIDEMIOLOGY	**BIODIVERSITY AND THE INTERCONNECTEDNESS OF LIFE** • DESCRIBING BIODIVERSITY AND POPULATIONS • FUNCTIONING ECOSYSTEMS AND SUCCESSION	• HEREDITY AND CONTINUITY OF LIFE • GENETICS AND HEREDITY • CONTINUITY OF LIFE ON EARTH

ASSESSMENT:

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

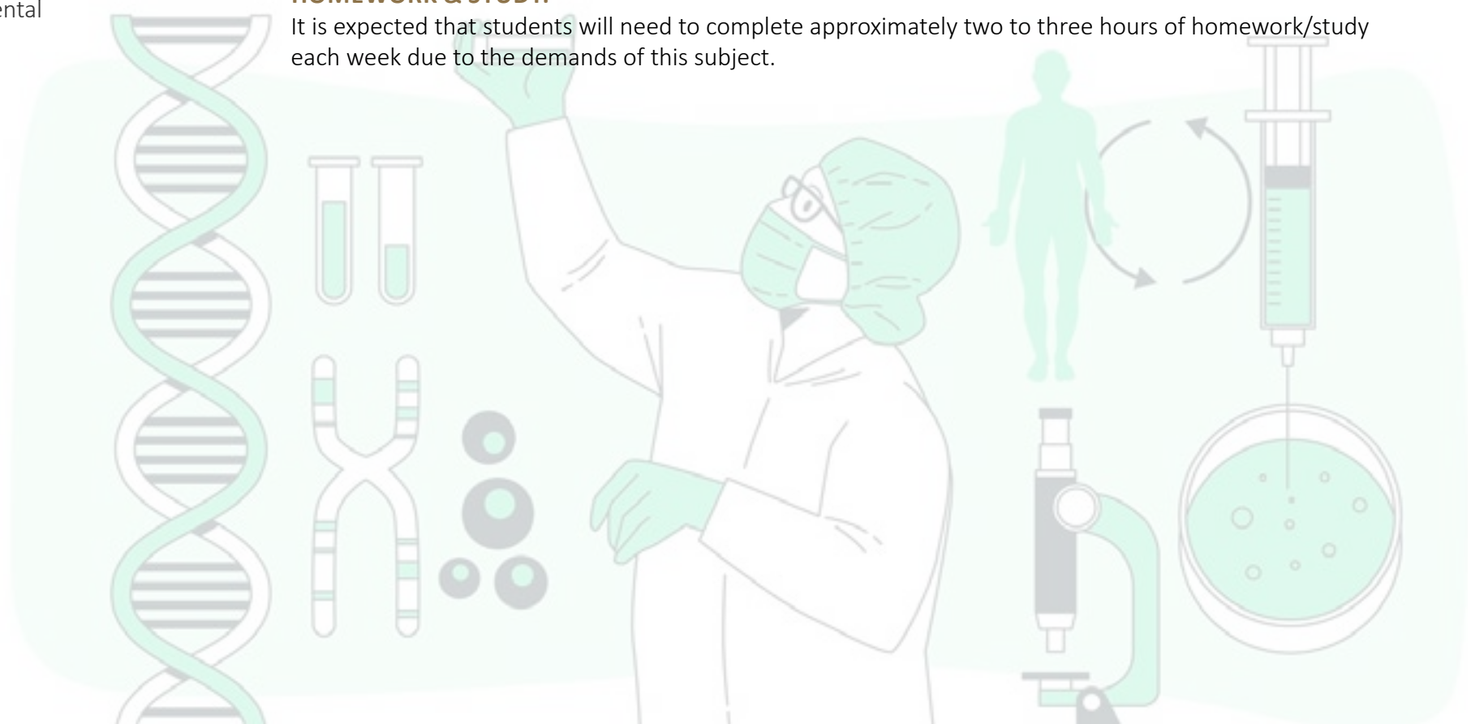
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (10%) • DATA TEST	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (20%)** • RESEARCH INVESTIGATION
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • STUDENT EXPERIMENT	
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% • EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.



CHEMISTRY

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

Chemistry aims to develop students':

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

RECOMMENDATIONS:

Students must achieve at least a B or higher in English, B or higher in Mathematics or Pre-Math Methods, or a B or higher in Science.

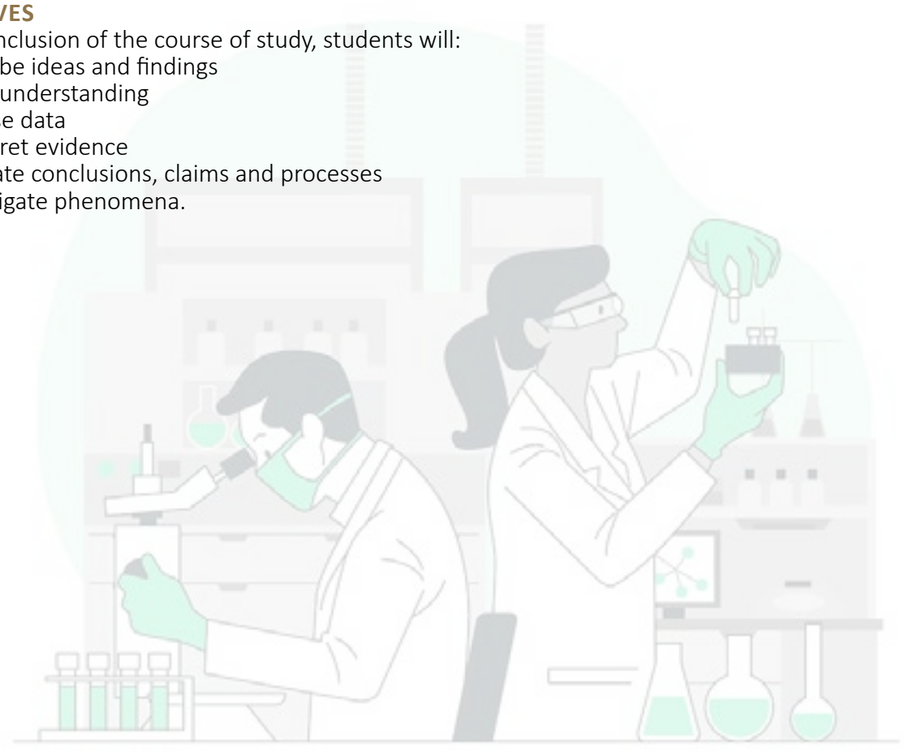
PATHWAYS

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

OBJECTIVES

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

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



STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CHEMICAL FUNDAMENTALS — STRUCTURE, PROPERTIES AND REACTIONS • PROPERTIES AND STRUCTURE OF ATOMS • PROPERTIES AND STRUCTURE OF MATERIALS • CHEMICAL REACTIONS — REACTANTS, PRODUCTS AND ENERGY CHANGE	MOLECULAR INTERACTIONS AND REACTIONS • INTERMOLECULAR FORCES AND GASES • AQUEOUS SOLUTIONS AND ACIDITY • RATES OF CHEMICAL REACTIONS	EQUILIBRIUM, ACIDS AND REDOX REACTIONS • CHEMICAL EQUILIBRIUM SYSTEMS • OXIDATION AND REDUCTION	STRUCTURE, SYNTHESIS AND DESIGN • PROPERTIES AND STRUCTURE OF ORGANIC MATERIALS • CHEMICAL SYNTHESIS AND DESIGN

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (10%) • DATA TEST	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (20%) • RESEARCH INVESTIGATION
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • STUDENT EXPERIMENT	
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% • EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

PHYSICS

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

Physics aims to develop students':

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English and a B or higher in Year 10 Mathematics or a B or higher in Year 10 Pre- Math Methods. Students should achieve a B or higher in any of the Year 10 Science subjects.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
THERMAL, NUCLEAR AND ELECTRICAL PHYSICS • HEATING PROCESSES • IONISING RADIATION AND NUCLEAR REACTIONS • ELECTRICAL CIRCUITS	LINEAR MOTION AND WAVES • LINEAR MOTION AND FORCE • WAVES	GRAVITY AND ELECTROMAGNETISM • GRAVITY AND MOTION • •ELECTROMAGNETISM	REVOLUTIONS IN MODERN PHYSICS • SPECIAL RELATIVITY • QUANTUM THEORY • THE STANDARD MODEL

ASSESSMENT:

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

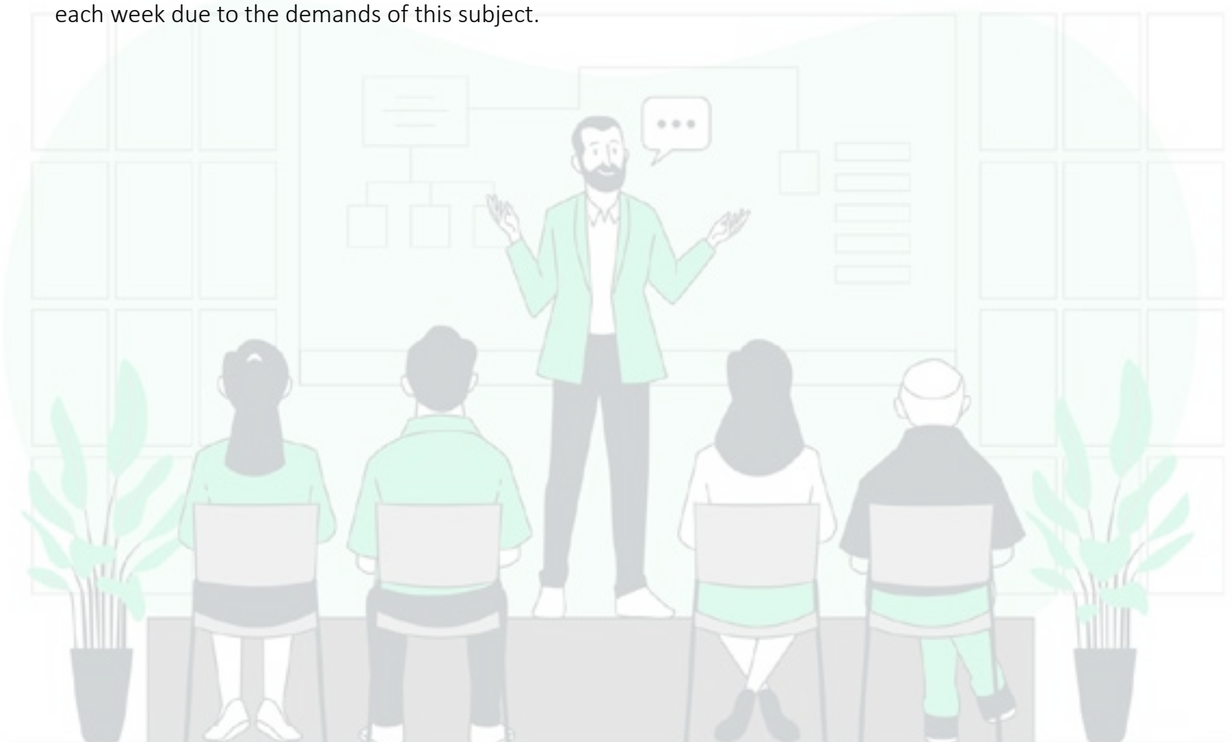
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (10%) • DATA TEST SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • STUDENT EXPERIMENT	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (20%) • RESEARCH INVESTIGATION
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% • EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.



PSYCHOLOGY

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

RECOMMENDATIONS:

Students must achieve at least a C or higher in Science or Psychology Health Introduction.

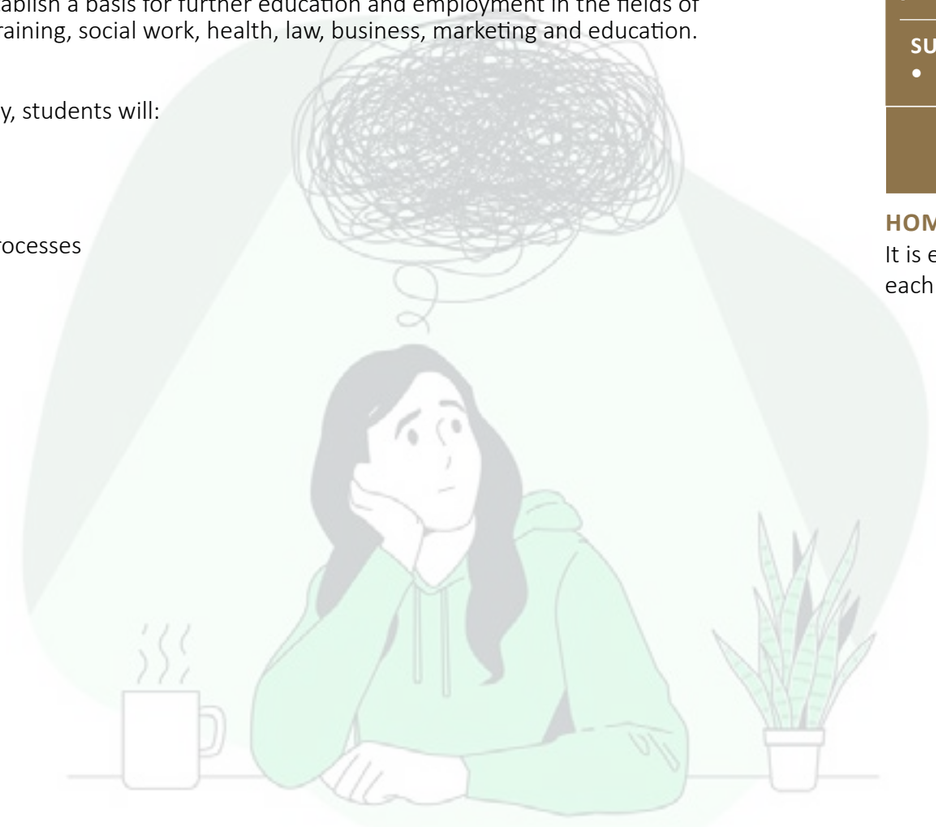
PATHWAYS

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

OBJECTIVES

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

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



STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INDIVIDUAL DEVELOPMENT • THE ROLE OF THE BRAIN • COGNITIVE DEVELOPMENT • CONSCIOUSNESS, ATTENTION AND SLEEP	INDIVIDUAL BEHAVIOUR • INTELLIGENCE • DIAGNOSIS • PSYCHOLOGICAL DISORDERS AND TREATMENTS • EMOTION AND MOTIVATION	INDIVIDUAL THINKING • BRAIN FUNCTION • SENSATION AND PERCEPTION • MEMORY • LEARNING	THE INFLUENCE OF OTHERS • SOCIAL PSYCHOLOGY • INTERPERSONAL PROCESSES • ATTITUDES • CROSS-CULTURAL PSYCHOLOGY

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (10%) • DATA TEST SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • STUDENT EXPERIMENT	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (20%) • RESEARCH INVESTIGATION
SUMMATIVE EXTERNAL ASSESSMENT (EA): 50% • EXAMINATION — COMBINATION RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

TECHNOLOGIES

A range of subjects are offered within the Technology Department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 & 12, students can choose either;

Applied Subject - Engineering Skills	(Credits: 4)
Applied Subject - Fashion	(Credits: 4)
Applied Subject - Hospitality Practices	(Credits: 4)
Applied Subject - Industrial Graphic Skills	(Credits: 4)
Applied Subject - Industrial Technology Skills	(Credits: 4)
General Subject - Aerospace Systems	(Credits: 4)
General Subject - Design	(Credits: 4)
General Subject - Engineering	(Credits: 4)
General Subject - Food and Nutrition	(Credits: 4)

Certificate Courses

VET - Certificate II in Electrotechnology (Career Start)	(Credits: 4)
VET - Certificate II in Engineering Pathways (Marine)	(Credits: 4)

Please see VET Subjects section of this booklet for more information on the certificate courses listed above.

FASHION

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

RECOMMENDATIONS:

Fashion has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

OBJECTIVES

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

STRUCTURE:

Fashion 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. The selected units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION B	HISTORICAL FASHION INFLUENCES
UNIT OPTION C	SLOW FASHION
UNIT OPTION E	INDUSTRY TRENDS
UNIT OPTION F	ADORNMENT

ASSESSMENT:

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

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PROJECT	**STUDENTS DESIGN AND PRODUCE FASHION GARMENT/S, DRAWINGS, COLLECTIONS OR ITEMS.**	**FASHION PRODUCT** **PRODUCT: FASHION GARMENT/S** PLANNING AND EVALUATION MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA
PRACTICAL DEMONSTRATION	**STUDENTS CREATE/ DESIGN AND/OR PRODUCE AN OUTFIT, GARMENTS, CAMPAIGNS OR EXTENSION LINES.**	**UNIT-SPECIFIC PRODUCT** PRODUCT: INSPIRATION/PRESENTATION BOARD, AWARENESS CAMPAIGN THAT USES TECHNOLOGY OR MARKETING CAMPAIGN **PLANNING AND EVALUATION** MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

HOSPITALITY PRACTICES

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ (ONLY FOR ONE APPLIED SUBJECT)

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

RECOMMENDATIONS:

Hospitality Practices has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

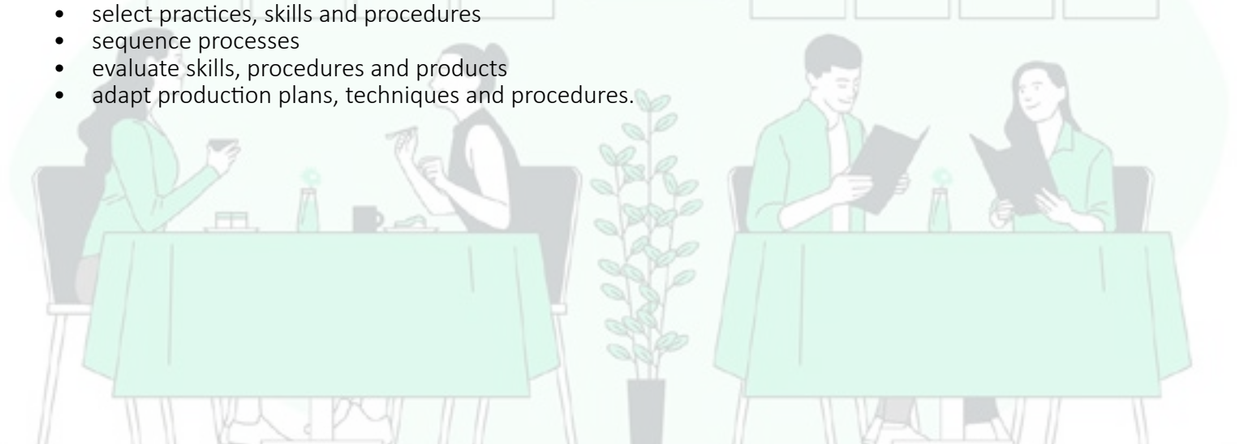
PATHWAYS

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

OBJECTIVES

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.



STRUCTURE:

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

UNIT OPTION	UNIT TITLE
UNIT OPTION A	CULINARY TRENDS
UNIT OPTION B	BAR AND BARISTA BASICS
UNIT OPTION C	IN-HOUSE DINING
UNIT OPTION D	CASUAL DINING

ASSESSMENT:

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

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PRACTICAL DEMONSTRATION	STUDENTS PRODUCE AND PRESENT AN ITEM RELATED TO THE UNIT CONTEXT IN RESPONSE TO A BRIEF.	**PRACTICAL DEMONSTRATION** PRACTICAL DEMONSTRATION: MENU ITEM **PLANNING AND EVALUATION** MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA
PROJECT	STUDENTS PLAN AND DELIVER AN EVENT INCORPORATING THE UNIT CONTEXT IN RESPONSE TO A BRIEF.	**PRACTICAL DEMONSTRATION** PRACTICAL DEMONSTRATION: DELIVERY OF EVENT **PLANNING AND EVALUATION** MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA
INESTIGATION	STUDENTS INVESTIGATE AND EVALUATE PRACTICES, SKILLS AND PROCESSES.	**INVESTIGATION AND EVALUATION** ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 7 MINUTES, 10 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • WRITTEN: UP TO 1000 WORDS

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

INDUSTRIAL GRAPHICS SKILLS

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

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

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

RECOMMENDATIONS:

Industrial Graphic Skills has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

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. The selected units are:

UNIT OPTION	UNIT TITLE
UNIT OPTION A	DRAFTING FOR RESIDENTIAL BUILDING
UNIT OPTION B	COMPUTER-AIDED MANUFACTURING DRAFTING
UNIT OPTION C	COMPUTER-AIDED DRAFTING - MODELLING
UNIT OPTION F	GRAPHICS FOR THE FURNISHING INDUSTRY

ASSESSMENT:

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

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PRACTICAL DEMONSTRATION	STUDENTS PERFORM A PRACTICAL DEMONSTRATION OF DRAFTING AND REFLECT ON INDUSTRY PRACTICES, SKILLS AND DRAWING PROCEDURES.	**PRACTICAL DEMONSTRATION OF DRAFTING** DRAWINGS: THE DRAFTING SKILLS AND PROCEDURES USED IN 3–5 PRODUCTION PROCESSES **DOCUMENTATION** MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 3 MINUTES, 6 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA
PROJECT	STUDENTS DRAFT IN RESPONSE TO A PROVIDED CLIENT BRIEF AND TECHNICAL INFORMATION.	**UNIT-SPECIFIC PRODUCT** DRAWINGS: DRAWINGS DRAFTED USING THE SKILLS AND PROCEDURES IN 5–7 PRODUCTION PROCESSES **DRAWING PROCESS** MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SENIOR SUBJECT

QCE CREDITS: 4

ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

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

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

RECOMMENDATIONS:

Industrial Technology Skills has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

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

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

STRUCTURE:

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

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

ASSESSMENT:

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

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PRACTICAL DEMONSTRATION PROJECT	AVAILABLE IN THE SELECTED INDUSTRIAL SECTOR SYLLABUS.	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

AEROSPACE SYSTEMS

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

Students who study Aerospace Systems learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, safety management systems (including human factors), and systems thinking, enabling them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions. Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and make proposals concerning solutions. This learnt ability provides students with the higher order cognitive capacity to engage with problems that exist in an exciting and dynamic technological world. Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences, improving their ability to interpret events, analyse situations and comprehend cause-and-effect relationships. Through their study of Aerospace Systems, students appreciate that short-term fixes may have long-term implications. Students recognise the complexity of global, national and local community problem situations and understand the challenges faced in generating sustainable and durable solutions.

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 Mathematics and a B or higher in Year 10 English.

PATHWAYS

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

OBJECTIVES

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INTRODUCTION TO AEROSPACE SYSTEMS • SOLVING AEROSPACE PROBLEMS • AEROSPACE INDUSTRIES • AERODYNAMICS • AIRCRAFT SYSTEMS • AEROSPACE WEATHER SYSTEMS	**AEROSPACE TECHNOLOGIES** • OPERATIONAL ASSETS • OPERATIONAL ENVIRONMENTS • OPERATIONAL CONTROL SYSTEMS • FUTURE APPLICATIONS	**AEROSPACE ECOSYSTEMS** • AEROSPACE REGULATORY SYSTEMS • HUMAN PERFORMANCE • SAFETY MANAGEMENT SYSTEMS AND HUMAN FACTORS • OPERATIONAL ACCIDENT AND INCIDENT INVESTIGATION PROCESSES • AIRPORT AND AIRLINE OPERATION SYSTEMS	**AIRCRAFT PERFORMANCE SYSTEMS AND HUMAN FACTORS** • AIRSPACE MANAGEMENT • AIRCRAFT PERFORMANCE • AIRCRAFT MAINTENANCE • AIRCRAFT NAVIGATION AND RADIO COMMUNICATION TECHNOLOGIES • HUMAN PERFORMANCE AND LIMITATIONS

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 ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (25%) • AEROSPACE SOLUTION	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (25%)** • AEROSPACE SOLUTION
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (25%) • EXAMINATION — COMBINATION RESPONSE	**SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%)** • EXAMINATION — COMBINATION RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

DESIGN

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English.

PATHWAYS

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

OBJECTIVES

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
STAKEHOLDER-CENTRED DESIGN • DESIGNING FOR OTHERS	COMMERCIAL DESIGN INFLUENCES • RESPONDING TO NEEDS AND WANTS	HUMAN-CENTRED DESIGN • DESIGNING WITH EMPATHY	SUSTAINABLE DESIGN INFLUENCES • RESPONDING TO OPPORTUNITIES

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • DESIGN CHALLENGE	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (25%) • PROJECT
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (30%) • PROJECT	SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) • EXAMINATION — EXTENDED RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

ENGINEERING

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

RECOMMENDATIONS:

Students must achieve at least a B or higher in English, B in Mathematics or Pre-Math Methods, or in Science.

PATHWAYS

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems.

The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

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

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

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).

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ENGINEERING FUNDAMENTALS • ENGINEERING IN SOCIETY • ENGINEERING COMMUNICATION • INTRODUCTION TO ENGINEERING MECHANICS • INTRODUCTION TO ENGINEERING MATERIALS	**EMERGING TECHNOLOGIES** • EMERGING NEEDS IN SOCIETY • EMERGING PROCESSES, MACHINERY AND AUTOMATION • EMERGING MATERIALS	**CIVIL STRUCTURES** • CIVIL STRUCTURES IN SOCIETY • CIVIL STRUCTURES AND FORCES • CIVIL ENGINEERING MATERIALS	**MACHINES AND MECHANISMS** • MACHINES IN SOCIETY • MACHINES, MECHANISMS AND CONTROL • MATERIALS

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (25%) • **ENGINEERED SOLUTION**	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (25%)** • **ENGINEERED SOLUTION**
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (25%) • **EXAMINATION — COMBINATION RESPONSE**	**SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%)** • **EXAMINATION — COMBINATION RESPONSE**

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

FOOD & NUTRITION

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.
Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English. At least a B or higher in any of the Year 10 Science subjects.

PATHWAYS

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

OBJECTIVES

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- 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
FOOD SCIENCE OF VITAMINS, MINERALS AND PROTEIN • INTRODUCTION TO THE FOOD SYSTEM • VITAMINS AND MINERALS • PROTEIN	**FOOD DRIVERS AND EMERGING TRENDS** • CONSUMER FOOD DRIVERS • SENSORY PROFILING • FOOD SAFETY AND LABELLING • FOOD FORMULATION FOR CONSUMERS	**FOOD SCIENCE OF CARBOHYDRATE AND FAT** • CARBOHYDRATE • FAT	**FOOD SOLUTION DEVELOPMENT FOR NUTRITION CONSUMER MARKETS** • FORMULATION AND REFORMULATION FOR NUTRITION CONSUMER MARKETS • NUTRITION CONSUMER MARKETS

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 ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (25%) • EXAMINATION — COMBINATION RESPONSE	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (25%)** • FOOD & NUTRITION SOLUTION
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (25%) • FOOD & NUTRITION SOLUTION	**SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%)** • EXAMINATION — COMBINATION RESPONSE

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

THE ARTS

A range of subjects are offered within the Arts department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 & 12, students can choose either;

Applied Subject - Arts in Practice	**(Credits: 4)**
Applied Subject - Visual Arts in Practice	**(Credits: 4)**
General Subject - Drama	**(Credits: 4)**
General Subject - Film, Television and New Media	**(Credits: 4)**
General Subject - Music	**(Credits: 4)**
General Subject - Visual Art	**(Credits: 4)**
Extension Subject - Music Extension	**(Credits: 2)**

ARTS IN PRACTICE

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. 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 interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

RECOMMENDATIONS:

Arts in Practice has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

Learning in Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

OBJECTIVES

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

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

STRUCTURE:

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. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

UNIT OPTION	UNIT TITLE
UNIT OPTION A	ISSUES
UNIT OPTION B	CELEBRATION
UNIT OPTION C	CLIENTS
UNIT OPTION D	SHOWCASE

ASSESSMENT:

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PROJECT	STUDENTS PLAN, MAKE AND EVALUATE AN ARTS WORK TO COMMUNICATE THEIR VIEWPOINT ABOUT A SELECTED ISSUE, EXPERIENCES OF IDENTITY AND BELONGING, RESPONSE TO A CLIENT BRIEF, OR EXPLORATION OF AN INSPIRATIONAL ARTS PRACTITIONER.	**ARTS WORK** **A PRODUCT OR PERFORMANCE USING ONE OF THE FOLLOWING:** • 2D, 3D, DIGITAL (STATIC): UP TO 4 RESOLVED WORKS • TIME-BASED, AUDIO, MOVING IMAGE: UP TO 3 MINUTES • WRITTEN: UP TO 800 WORDS • COMPOSITION: UP TO 4 MINUTES • CHOREOGRAPHY: UP TO 4 MINUTES • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • PERFORMANCE (LIVE OR RECORDED): UP TO 4 MINUTES **PLANNING AND EVALUATION OF ARTS WORK** **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
PRODUCT OR PERFORMANCE	STUDENTS PRODUCE A PRODUCT PROTOTYPE IN RESPONSE TO A CLIENT BRIEF AND TECHNICAL INFORMATION.	**ARTS WORK** **A PRODUCT OR PERFORMANCE USING ONE OF THE FOLLOWING:** • 2D, 3D, DIGITAL (STATIC): UP TO 4 RESOLVED WORKS • TIME-BASED, AUDIO, MOVING IMAGE: UP TO 3 MINUTES • WRITTEN: UP TO 800 WORDS • COMPOSITION: UP TO 4 MINUTES • CHOREOGRAPHY: UP TO 4 MINUTES • DEVISED SCENE: UP TO 4 MINUTES • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • PERFORMANCE (LIVE OR RECORDED) UP TO 4 MINUTES

HOMEWORK & STUDY

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

DRAMA IN PRACTICE

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

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

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

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

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

RECOMMENDATIONS:

Drama in Practice has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

OBJECTIVES

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

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

STRUCTURE:

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

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:

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
PROJECT	**STUDENTS MAKE EXPERIMENTAL OR PROTOTYPE ARTWORKS, OR DESIGN PROPOSALS OR STYLISTIC EXPERIMENTS. THEY EVALUATE ARTWORKS, ART STYLE AND/OR PRACTICES THAT EXPLORE THE FOCUS OF THE UNIT. STUDENTS PLAN RESOLVED ARTWORKS.**	**EXPERIMENTAL FOLIO** UP TO 8 EXPERIMENTAL ARTWORKS: 2D, 3D, DIGITAL (STATIC) AND/OR TIME-BASED **OR** PROTOTYPE ARTWORK 2D, 3D, DIGITAL (STATIC) AND/OR TIME-BASED MEDIA: UP TO 4 ARTWORK/S **OR** DESIGN PROPOSAL MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA, INCLUDING UP TO 4 PROTOTYPE ARTWORK/S — 2D, 3D, DIGITAL (STATIC) AND/OR TIME-BASED **OR** FOLIO OF STYLISTIC EXPERIMENTS UP TO 8 EXPERIMENTAL ARTWORKS: 2D, 3D, DIGITAL (STATIC) AND/OR TIME-BASED **AND** **PLANNING AND EVALUATIONS** **ONE OF THE FOLLOWING:** • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • WRITTEN: UP TO 600 WORDS • SPOKEN: UP TO 4 MINUTES, OR SIGNED EQUIVALENT
RESOLVED ARTOWRK	**STUDENTS MAKE A RESOLVED ARTWORK THAT COMMUNICATES PURPOSE AND CONTEXT RELATING TO THE FOCUS OF THE UNIT.**	**RESOLVED ARTWORK** • **2D, 3D, DIGITAL (STATIC) AND/OR TIME-BASED MEDIA: UP TO 4 ARTWORK/S**

HOMEWORK & STUDY

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑ **(ONLY FOR ONE APPLIED SUBJECT)**

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.
In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.
When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

RECOMMENDATIONS:

Visual Arts in Practice has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

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

OBJECTIVES

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

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

STRUCTURE:

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

UNIT OPTION	UNIT TITLE
UNIT OPTION A	COLLABORATION
UNIT OPTION B	COMMUNITY
UNIT OPTION C	CONTEMPORARY
UNIT OPTION D	COMMENTARY

ASSESSMENT:

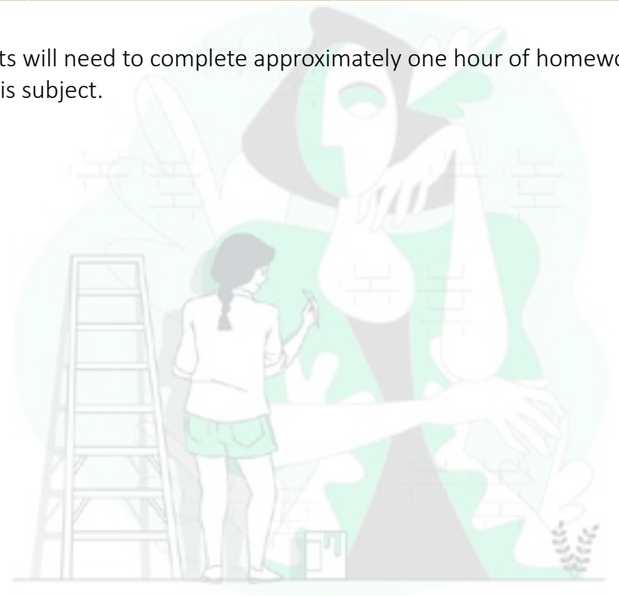
Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

SUMMATIVE ASSESSMENT:

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
DEVISING PROJECT	STUDENTS PLAN, DEVISE AND EVALUATE A SCENE FOR A PURPOSE AND CONTEXT RELEVANT TO THE UNIT.	DEVISED SCENE UP TO 4 MINUTES (REHEARSED) PLANNING AND EVALUATION OF DEVISED SCENE ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • WRITTEN: UP TO 600 WORDS • SPOKEN: UP TO 4 MINUTES, OR SIGNED EQUIVALENT
PRODUCT OR PERFORMANCE	STUDENTS PRODUCE A PRODUCT PROTOTYPE IN RESPONSE TO A CLIENT BRIEF AND TECHNICAL INFORMATION.	DIRECTOR'S BRIEF MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA PLANNING AND EVALUATION OF THE DIRECTOR'S BRIEF ONE OF THE FOLLOWING: • MULTIMODAL (AT LEAST TWO MODES DELIVERED AT THE SAME TIME): UP TO 5 MINUTES, 8 A4 PAGES, OR EQUIVALENT DIGITAL MEDIA • WRITTEN: UP TO 600 WORDS • SPOKEN: UP TO 4 MINUTES, OR SIGNED EQUIVALENT
PERFORMANCE	STUDENTS PERFORM AN EXCERPT OF A PUBLISHED SCRIPT OR A DEVISED SCENE CONNECTED TO THE DIRECTORIAL OR DEVISING PROJECT.	• PERFORMANCE • PERFORMANCE (LIVE OR RECORDED): UP TO 4 MINUTES

HOMEWORK & STUDY:

It is expected that students will need to complete approximately one hour of homework/study each week due to the demands of this subject.



DRAMA

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
SHARE • HOW DOES DRAMA PROMOTE SHARED UNDERSTANDINGS OF THE HUMAN EXPERIENCE?	REFLECT • HOW IS DRAMA SHAPED TO REFLECT LIVED EXPERIENCE?	CHALLENGE • HOW CAN WE USE DRAMA TO CHALLENGE OUR UNDERSTANDING OF HUMANITY?	TRANSFORM • HOW CAN YOU TRANSFORM DRAMATIC PRACTICE?

ASSESSMENT:

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

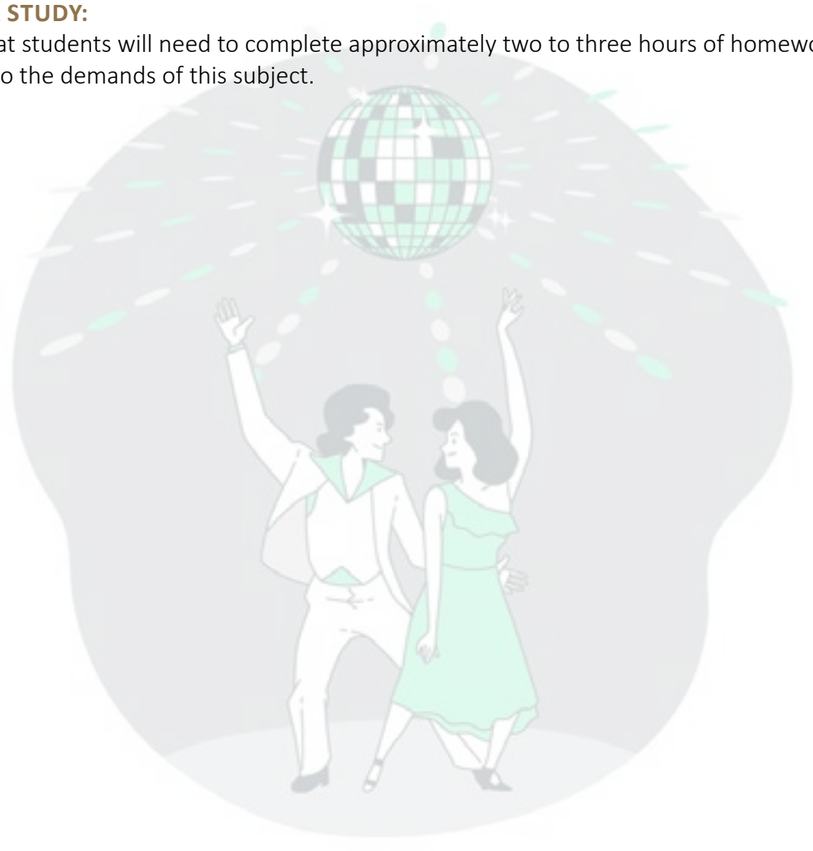
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): • PERFORMANCE (20%)	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): • PRACTICE-LED PROJECT (35%)
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): • DRAMATIC CONCEPT (20%)	
SUMMATIVE EXTERNAL ASSESSMENT (EA): EXAMINATION — EXTENDED RESPONSE (25%)	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.



FILM, TELEVISION AND NEW MEDIA

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
FOUNDATION • TECHNOLOGIES • INSTITUTIONS • LANGUAGES	STORIES • REPRESENTATIONS • AUDIENCES • LANGUAGES	PARTICIPATION • TECHNOLOGIES • AUDIENCES • INSTITUTIONS	ARTISTRY • TECHNOLOGIES • REPRESENTATIONS • LANGUAGES

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (15%) • CASE STUDY INVESTIGATION	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (35%) • STYLISTIC PRODUCTION
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (25%) • MULTI-PLATFORM CONTENT PROJECT	
SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) EXAMINATION — EXTENDED RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

MUSIC

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.
Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.
In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

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

RECOMMENDATIONS:

Students must achieve at least a B or higher in Year 10 English. Student should have the ability to read music.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
DESIGNS THROUGH INQUIRY LEARNING, THE FOLLOWING IS EXPLORED: HOW DOES THE TREATMENT AND COMBINATION OF DIFFERENT MUSIC ELEMENTS ENABLE MUSICIANS TO DESIGN MUSIC THAT COMMUNICATES MEANING THROUGH PERFORMANCE AND COMPOSITION?	**IDENTITIES** THROUGH INQUIRY LEARNING, THE FOLLOWING IS EXPLORED: HOW DO MUSICIANS USE THEIR UNDERSTANDING OF MUSIC ELEMENTS, CONCEPTS AND PRACTICES TO COMMUNICATE CULTURAL, POLITICAL, SOCIAL AND PERSONAL IDENTITIES WHEN PERFORMING, COMPOSING AND RESPONDING TO MUSIC?	**INNOVATIONS** THROUGH INQUIRY LEARNING, THE FOLLOWING IS EXPLORED: HOW DO MUSICIANS INCORPORATE INNOVATIVE MUSIC PRACTICES TO COMMUNICATE MEANING WHEN PERFORMING AND COMPOSING?	**NARRATIVES** THROUGH INQUIRY LEARNING, THE FOLLOWING IS EXPLORED: HOW DO MUSICIANS MANIPULATE MUSIC ELEMENTS TO COMMUNICATE NARRATIVE WHEN PERFORMING, COMPOSING AND RESPONDING TO MUSIC?

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • **PERFORMANCE**	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (35%)** • **PROJECT**
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • **COMPOSITION**	
SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) **EXAMINATION — EXTENDED RESPONSE**	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

VISUAL ART

GENERAL SENIOR SUBJECT
QCE CREDITS: 4
ATAR CONTRIBUTION: ☑

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

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

RECOMMENDATIONS:

Students must achieve at least a C or higher in Year 10 English.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ART AS LENS • CONCEPT: LENSES TO EXPLORE THE MATERIAL WORLD • CONTEXTS: PERSONAL AND CONTEMPORARY • FOCUS: PEOPLE, PLACE, OBJECTS	**ART AS CODE** • CONCEPT: ART AS A CODED VISUAL LANGUAGE • CONTEXTS: FORMAL AND CULTURAL • FOCUS: CODES, SYMBOLS, SIGNS AND ART CONVENTIONS	**ART AS KNOWLEDGE** • CONCEPT: CONSTRUCTING KNOWLEDGE AS ARTIST AND AUDIENCE • CONTEXTS: CONTEMPORARY, PERSONAL, CULTURAL AND/OR FORMAL • FOCUS: STUDENT-DIRECTED	**ART AS ALTERNATE** • CONCEPT: EVOLVING ALTERNATE REPRESENTATIONS AND MEANING • CONTEXTS: CONTEMPORARY, PERSONAL, CULTURAL AND/OR FORMAL • FOCUS: STUDENT-DIRECTED

ASSESSMENT:

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

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

SUMMATIVE ASSESSMENT:

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • INVESTIGATION — INQUIRY PHASE 1 **SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (25%)** • PROJECT — INQUIRY PHASE 2	**SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (30%)** • PROJECT — INQUIRY PHASE 3
SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) **EXAMINATION — EXTENDED RESPONSE**	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

MUSIC EXTENSION

GENERAL SENIOR SUBJECT

QCE CREDITS: 4

ATAR CONTRIBUTION: ☑

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

RECOMMENDATIONS:

Students must achieve at least a B or higher in Year 11 Music.

PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

OBJECTIVES

COMMON OBJECTIVES

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

- analyse music
- apply literacy skills
- evaluate music.

SPECIALIST OBJECTIVES

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

STRUCTURE:

UNIT 3	UNIT 4
EXPLORE • KEY IDEA 1: INITIATE BEST PRACTICE • KEY IDEA 2: CONSOLIDATE BEST PRACTICE	EMERGE • KEY IDEA 3: INDEPENDENT BEST PRACTICE

ASSESSMENT:

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).

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

SUMMATIVE ASSESSMENTS — COMPOSITION SPECIALISATION

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • COMPOSITION 1	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (35%) • COMPOSITION PROJECT
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • COMPOSITION 2	
SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) EXAMINATION — EXTENDED RESPONSE	

SUMMATIVE ASSESSMENTS — MUSICOLOGY SPECIALISATION

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • INVESTIGATION 1	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (35%) • MUSICOLOGY PROJECT
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • INVESTIGATION 2	
SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) EXAMINATION — EXTENDED RESPONSE	

SUMMATIVE ASSESSMENTS — PERFORMANCE SPECIALISATION

UNIT 3	UNIT 4
SUMMATIVE INTERNAL ASSESSMENT 1 (IA1): (20%) • PERFORMANCE 1	SUMMATIVE INTERNAL ASSESSMENT 3 (IA3): (35%) • PERFORMANCE PROJECT
SUMMATIVE INTERNAL ASSESSMENT 2 (IA2): (20%) • PERFORMANCE 2	
SUMMATIVE EXTERNAL ASSESSMENT (EA): (25%) EXAMINATION — EXTENDED RESPONSE	

HOMEWORK & STUDY:

It is expected that students will need to complete approximately two to three hours of homework/study each week due to the demands of this subject.

VOCATIONAL EDUCATION AND TRAINING (VET SUBJECTS)

In Year 11 & 12, students can choose either;

Certificate II in Spor Coaching/Certificate III in Fitness (enrolment in Netball Academy required)	**(Credits: 8)**
Certificate IV in Justice Studies	**(Credits: 8)**
Diploma of Business	**(Credits: 8)**

NOTE: This is by no means the complete exhaustive list of VET offerings a student is able to undertake in their senior phase of learning. For more options studying a VET course through an external provider, please contact the Senior Schooling HOD.

NOTE: Students can only enrol in one VETiS funded course while at school.

VET COURSES AT BALMORAL STATE HIGH SCHOOL:

VET subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They can also lead to further tertiary study and contribute to a student's ATAR and/or Selection Rank.

Students can access VET programs through the school:

- As part of your school studies—delivered and resourced by a school registered training organisation
- By enrolling in a qualification with an external registered training organisation- funded either by the Department of Employment, Small Business and Training's VET investment budget (VETis) or through fee-for-service arrangements i.e. where the student or parent pays for the qualification.
- As a school-based apprentice or trainee.

Balmoral State High School delivers VET qualifications by partnering with a number of external providers to deliver VET programs and qualifications.

The Certificate Courses offered at school, within our school timetable, and taught by our teachers and/or provider trainers can be chosen during your SET Plan interview.

For other courses and traineeships/apprenticeships offered off campus; Please register your interest prior to SET Plan interviews with our Guidance Officers and Ms Sof. 2027 TAFE Queensland enrolments open 3rd August, before our SET Plan interviews, and it is important that we initiate enrolment ASAP to help secure a spot for you.

Any students wishing to part-take in VET courses in 2027:
Our Guidance Officers and Ms Sof. are the first point of call who can assist students with VET course information and enrolment for any Certificate Courses not offered in subject selections.

For general information and a first look at different types of courses, we recommend you check the TAFE Qld website for Certificate Courses (TAFE at School).

More information about VET in schools can be accessed via:

- Apprenticeship Information (DESBT) or contact 1800 210 210
- VET in Schools (VETiS)
- QCAA Vocation Education
- Apprenticeships and Traineeships

PLEASE NOTE: AS OF MAY 2026 BALMORAL STATE HIGH SCHOOL IS STILL IN NEGOTIATIONS WITH ALL RTO'S FOR ALL VET COURSES. THIS IS TO ENSURE WE PROVIDE THE BEST VET OPPORTUNITIES FOR STUDENTS. THEREFORE, VET REGISTERED TRAINING ORGANISATIONS (RTO), DELIVERY METHODS AND COSTS ARE SUBJECT TO CHANGE.

COMMUNICATION WILL BE PROVIDED WHEN NEGOTIATIONS ARE COMPLETE AND COURSES ARE CONFIRMED.

THE SCHOOL WILL DO EVERYTHING POSSIBLE TO PROVIDE YOU WITH THE COURSES PRESENTED, HOWEVER, SOMETIMES THIS IS NOT POSSIBLE DUE TO RTO STAFFING, FACILITIES OR RESOURCES AVAILABLE.

VET IN SCHOOLS FUNDED QUALIFICATIONS	USER CHOICE FUNDING	FEE FOR SERVICE QUALIFICATIONS
• STUDENTS GET ONE VETIS FUNDED COURSE IN THEIR LIFE (MUST BE USED WHILE THEY ARE AT SCHOOL) • GOVERNMENT DECIDES WHAT COURSES ARE GOING TO BE VETIS FUNDED • BASED ON AREAS OF GROWTH AND NEED.	• MAY BE A FEE FOR CONSUMABLES, HOWEVER THIS IS NOT 'PAYING TO UNDERTAKE THE QUALIFICATION'	• COST FOR STUDENT TO COMPLETE THE QUALIFICATION • COMPLETING A FEE FOR SERVICE QUALIFICATION DOES NOT IMPACT ANY OTHER FUNDING SOURCES
• TAFE AT SCHOOLS PROGRAM • UEE22020 — CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START) • MEM20422 - CERTIFICATE II IN ENGINEERING PATHWAYS (MARINE) • SIS20321 CERTIFICATE II IN SPORT COACHING • MSL20122 CERTIFICATE II IN SAMPLING AND MEASUREMENT • SEE SCHOOLS AT TAFE COURSES VIA THEIR WEBSITE OR VISIT MS SOF	• SCHOOL BASED APPRENTICESHIPS OR TRAINEESHIPS • STUDENTS CAN FIND THEIR OWN EMPLOYER OR WATCH EMAILS FOR OPPORTUNITIES PRESENTED TO THE SCHOOL • CONTACT MS SOF TO ARRANGE ENROLMENT/ SIGN UP INTO A TRAINEESHIP/ APPRENTICESHIP	• 10971NAT – CERTIFICATE IV IN CRIME AND JUSTICE (PRESTIGE $2,250) • BSB50120 DIPLOMA OF BUSINESS (GET SET EDUCATION $2,199) • SIS30321 CERTIFICATE II IN SPORTS COACHING, CERTIFICATE III IN FITNESS (FIT EDUCATION - $550 VETIS FUNDED, $1000 NON VETIS FUNDED) – REDUCED COST AS COMPLETED WITH CERT II IN SPORT COACHING (THIS IS PART OF OUR NETBALL ACADEMY COURSE) • FIRST AID COURSE EARNING 2 CREDITS – (CSTC – COST TBA)

VOCATIONAL AND EDUCATION TRAINING 2027

Each year Balmoral State High School negotiates different VET partnerships with different RTO's. We aim to provide access to different Certificate choices that match our students' pathways.

The following courses may be available for offer through a partnership with Balmoral SHS in 2027. This will be dependent on student numbers, trainer availability and other partnership parameters.

Below is a brief outline of what each course may entail, however final course details and requirements can be acquired from the RTO of the course.

PLEASE ENSURE TO LET YOUR SET PLAN INTERVIEWER KNOW IF YOU ARE INTERESTED IN ANY OF THE FOLLOWING COURSES FOR 2027:

BSB50215 DIPLOMA OF BUSINESS: (SEE PAGE 190)

This qualification provides a pathway to work as an Office Manager, team leader, Retail Manager, Program Coordinator, Business Owner or Unit Manager. This course also leads to further higher education tertiary courses.

Previous experience in a business related role along with a sound understanding of business theoretical knowledge is advantageous. Students will learn how to organise meetings, give presentations as well as understand marketing and recruitment best practice.

SUGGESTED UNITS OF COMPETENCY (SUBJECT TO CHANGE):
BSBCRT511 Develop critical thinking in others
BSBFIN501 Manage budgets and financial plans
BSBOPS501 Manage business resources
BSBSUS511 Develop workplace policies and procedures for sustainability
BSBXCM501 Lead communication in the workplace
BSBPMG430 Undertake project work
BSBADM503 Manage Meetings
BSBTWK502 Manage team effectiveness
BSBMKG541 Identify and evaluate marketing opportunities
BSBOPS505 Manage organisational customer service
BSBMKG555 Write persuasive copy
BSBSTR402 Implement continuous improvement

Assessment is competency based with practical, observational and theorical components.

This course will be an online fee-for-service course. A selection process to be eligible for enrolment into the course applies (more information about the selection process will be provided soon).

Confirmation of costs and full information in regards to how the course will run will be communicated to families when negotiations with the RTO conclude. The cost of the course is $2,199.
The selection process will be sent out early in Term 3, 2026, with applications and interviews conducted within the interested student's Year 10 SET Plan interviews.

SIS20321 CERTIFICATE II IN SPORT COACHING/SIS30321 CERTIFICATE III IN FITNESS:

Please see the Netball Academy Subject information on page 112.

Students must trial and be accepted into the academy by demonstrating high levels of netballing ability in the three criteria, which are; "Game Awareness", "Technical/Tactical" and "Netball conditioning". Students must meet high academic efforts and behavioural standards to gain entry into the subject.

Netball academy allows students to study netball through combined Certificate Course of Certificate II in Sport Coaching and Certificate III in Fitness provided by Fit Education Australia Pty. Ltd. Therefore, students will finish with two completed certificates.

(SIS20321) CERTIFICATE II IN SPORT COACHING

With the announcements of the Brisbane 2032 Olympics this is the perfect course to launch your coaching career. Use this qualification to work in assistant coaching roles at community based sports clubs and organisations in the Australian sport industry.

(SIS30321) CERTIFICATE III IN FITNESS

You don't have to be fit or have any prior knowledge in fitness to start this course. This course will provide you with skills including: knowing how to conduct a health screening, apply anatomy and physiology to exercise prescription, test fitness levels, design exercise programs, develop your communication skills, make basic nutritional recommendations.

This course will be delivered at Balmoral State High School through a co-provider agreement with the RTO. Students will complete assessment competencies for the course at school and online via: Exams, Short Response Questions and Practical Skill assessments.

This course utilises a students' Career Start funding for Certificate II in Sport Coaching and Certificate III in Fitness is a Fee-for-Service course and costs approximately $550 (VETis funded) or $1000 (non VETis funded).

CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START):

This Certificate will run in partnership with TAFE Qld and be offered under VETis funding. More information will be provided from TAFE Qld soon.

Certificate II in Electrotechnology (Career Start) is a nationally recognised qualification designed to give students an introduction to the electrotechnology industry. Students will gain skills and knowledge in the areas of equipment assembly, set-up and maintenance of simple data and communications equipment, systems and cabling in buildings and premises. The program incorporates the introduction of hand and power tools required in the electrotechnology industry. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland, and a CPR certificate.

This certificate supports careers in the Electrical industry including: Electrical trades assistant, Apprenticeships for general electrician, electronics and communications, electrical instrumentation and control, air-conditioning and refrigeration mechanic, electrical fitter, appliance

CERTIFICATE IV IN JUSTICE STUDIES: (SEE PAGE 192)

This will be a fee-for-service course and will require a deposit paid before the end of 2026. It is a two-year course. This Certificate is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

CERTIFICATE II IN ENGINEERING PATHWAYS:

This course may be a Career Start funded course from TAFE Qld, with the potential to be run on Balmoral SHS's campus or at another TAFE Qld campus.

This qualification will give you the confidence to pursue an engineering apprenticeship or undertake further study in design and drafting. This course will give you foundation skills to operate tools and equipment to produce and modify objects. You will learn basic welding skills, communication skills, and explore career options in the engineering & manufacturing industry. The course is centred around a basic engineering project integrating skills you learn in the workplace.

MORE VET COURSES:

Additionally, there are a number of other VET choices that students may choose. Some options come from TAFE at School courses. To obtain full list of TAFE at school courses please visit the GO, Senior Schooling HOD or Ms Sof or the TAFE website: TAFE at School.

2027 TAFE at School courses enrolment open on 3rd of August 2026. In most cases it is important to enrol early on the opening enrolment due date. Some courses fill up fast and most courses approve enrolments via a first in, first served policy. Therefore, please see Ms Sof prior to the TAFE at Schools enrolment date for support with your enrolment if you are interested.

ONLY $2,250[2]

CONTRIBUTES POINTS TOWARDS QCE + ATAR[1]

AFTER SCHOOL OPTIONS AVAIL.

CERTIFICATE IV IN JUSTICE STUDIES

12-MONTH SCHOOL PROGRAM
ONLINE CLASSES

- 10971NAT Certificate IV in Justice Studies
- Fully virtual learning for flexibility
- Nationally recognised qualification
- Qualified trainers with current experience
- 1 x 2-hr lesson a week via our virtual classroom
- Extra support and tutorial available
- Payment plans from as little as $64 per week
- Graduate high school with real world skills

ENROL HERE

http://bit.ly/isp-c4-js

PRESTIGE PATHWAYS

GRADUATE
Finish high school with a Certificate IV in Justice Studies qualification.

UNI
Your qualification may lead you to study further at university.

JOB READY
Possible job outcomes include youth justice roles, paralegal, Government administrator, corrections officer, police officer + more.

STUDY MORE
Continue learning with Prestige Service Training and a range of qualifications.

CLOSE THE CASE

Do you want to take control of your future and make a positive impact in your community? Look no further than the Certificate IV in Justice Studies.

This nationally recognised qualification can equip you with specialised skills and knowledge to excel in the competitive crime and justice industry. Imagine the possibilities of expanding your educational and professional pathways - all before finishing Year 12!

With expert trainers and weekly online classes, you'll receive superior mentoring and guidance throughout the program.

Don't miss out on the chance to be the judge of your justice-related roles (pun intended). Enrol now and unlock the doors to a fulfilling career in the crime and justice sector.

ENROLMENT & ELIGIBILITY

To enrol with Prestige Service Training, applicants must have completed year 10 or equivalent, and demonstrate proficiency in English by the course start date. Enrolment confirmation includes completing the LLND Assessment, sent via email. A USI and proof of identity are required. Reliable internet, basic computer skills, and access to necessary software are essential. Online students need a camera and microphone. Full eligibility and enrolment requirements are available at pst.edu.au.

UNITS OF COMPETENCY

CORE	
BSBLEG421	Apply understanding of the Australian legal system
BSBXCM401	Apply communication strategies in the workplace
NAT10971001	Provide information and referral advice on justice related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
PSPREG033	Apply regulatory powers
ELECTIVE	
BSBINS401	Analyse and present research information
BSBLDR414	Lead team effectiveness
PSPETH007	Uphold and support the values and principles of public service
PSPETH008	Promote the values and ethos of public service

Information is subject to change, including start dates and course details. Whilst every attempt is made to ensure that information is accurate and up to date at the time of printing and distribution, some information is subject to change without notice. 1. Please refer to QTAC website for further information. 2. Prestige Service Training does not collect more than $1500 at any one time.

Prestige Service Training | RTO ID:31981 | 1300 368 097 | learnmore@pst.edu.au | pst.edu.au

V9-0425

2027 Subject Selection | School Based Online Delivery

BSB50120 Diploma of Business (Business Development)

Delivered at Balmoral State High School online under a third party arrangement* with Get Set Education (RTO Code 45252).

Qualification	Nationally recognised qualification. Awarded on successful completion of all units/assessment requirements.
Delivery	Blended, combining a weekly online lesson with a Get Set Education Trainer and Assessor, completed at school in the classroom with classroom-based support from school staff and online learning.
Duration	18 months (3 semesters).
Required weekly time commitment	In Class: Timetabled lessons (attendance rates are monitored) Homework: Expectation in line with other senior school subjects.
Entry requirements	1. Student subject selection interview completed (school process). 2. LLND assessment completed prior to enrolment acceptance. 3. Parent/guardian permission (if under 18).
Technology	BYOD Laptop + reliable internet access (further details below).
Course Fee	$2,199 (payment plan available). *Get Set Education protects the fees that are paid in advance by students by not requiring a student to ever pay more than $1,500 in advance for services not yet provided, either before course commencement or at any stage during the course.*
Successful completion of the Diploma provides a maximum of 8 credits towards the QCE and may be considered by universities when assessing tertiary entry pathways. Learn more at www.getset.edu.au/uni-pathways	

The Diploma of Business specialising in Business Development focuses on how businesses plan, promote, and improve what they do. It covers practical business skills that are used across many industries, including:

- Business planning and operations (setting goals, organising work, improving processes).
- Marketing and promotion (how organisations communicate and reach customers).
- Communication in the workplace (writing emails, reports, and presenting ideas clearly).
- Project and teamwork skills (planning tasks, meeting deadlines, working with others).
- Problem-solving and decision-making (using information to make sound choices).

Future Outcomes

The skills in this Diploma are relevant for students who are considering roles in areas like:

- Frontline management/team leadership
- Business development management
- Marketing support
- Customer service
- Running a small business, or
- The Diploma can also support further studies, Apprenticeships/Traineeships and University

GET SET EDUCATION

BSB50120 Diploma of Business (Business Development)

Units of competency

Students complete 12 units (5 Core and 7 Electives):

BSBXCM501 Lead communication in the workplace	SIRXMKT006 Develop a social media strategy
BSBCRT511 Develop critical thinking in others	BSBMKG546 Develop social media engagement plans
BSBFIN501 Manage budgets and financial plans	BSBOPS601 Develop and implement business plans
SIRXMGT005 Lead the development of business opportunities	BSBOPS501 Manage business resources
BSBSUS511 Develop workplace policies and procedures for sustainability	BSBOPS505 Manage organisational customer service
BSBMKG541 Identify and evaluate marketing opportunities	BSBOPS504 Manage business risk

Recommended for success

The Diploma is ideal for students who want to develop real-world business and leadership skills, enjoy working on practical projects, including in teams, and are curious about how businesses operate, grow and succeed.

How it works

- Timetabled lessons and support at school from a school-based Trainer/Assessor.
- Online learning and assessment provided by Get Set Education (accessed online through aXcelerate).
- Assessment evidence may include written responses, eLearning projects, practical tasks and observations.
- Tasks are submitted across each semester to demonstrate competency.

BYOD minimum requirements (for aXcelerate access)

- Portable laptop running Windows 10+ (or macOS 11+).
- Headset capable (for e-Learning tutorial videos).
- Current web browser (Chrome recommended).
- Microsoft Office (Word, Excel, PowerPoint) or compatible software, advised by your school.
- Reliable internet at home to access learning content and submit assessments.

More detailed information on areas including:

Qualification and Course Provider	Entry Requirements and Support Arrangements
Delivery and Assessment Arrangements	Fees, Payment Options and Inclusions
is provided in the BSB50120 Diploma of Business Course Information available on our website www.getset.edu.au/resources	

*Balmoral State High School supports student recruitment, and school-based support. Get Set Education delivers training and assessment manages enrolment, online learning resources, and assessment requirements. All information provided is accurate as of May 2026 but subject to change.

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