



# NORTH ROCKHAMPTON STATE HIGH SCHOOL

## 2026 SENIOR SUBJECT HANDBOOK

APRIL 2025

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# Message from the Principal

Year 10 is an exciting year for students as you seriously consider future pathways. This term you have been discussing jobs and careers that interest you while completing the Certificate II in Skills for Work and Vocational Pathways in the HAWKS program. Soon you will choose the subjects and courses that will enable you to achieve a QCE and work towards your goals. There is significant information in this handbook regarding the Senior system of education and individual subjects. Please take the time to peruse this handbook and discuss pathway options with your parent / carer.

## What subjects can I choose?

In the Senior QCE system, you can study a variety of subjects:

- QCAA General subjects
- QCAA Applied subjects
- Vocational education and training (VET) courses

**Senior Schooling pathways** can also involve learning utilising external learning providers:

- School-based apprenticeships and traineeships
- University subjects completed while at school
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board

## What is assessment like in Year 11 & 12?

Assessment is different in General and Applied subjects in the Senior QCE system. Four assessments will count towards your final grade in each subject. General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most General subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by the school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for General subjects will be held on the same day in all schools across the state. Your final subject result in General subjects will be made up of your external assessment result, plus your three internal assessment results.

## Tertiary entrance system

From 2020, if you're eligible, you'll be ranked for university using the ATAR. A broad range of courses can contribute to the ATAR:

- Five General subjects; or
- Four General subjects, and one VET qualification at Certificate III or above; or
- Four General subjects, and one Applied subject.

To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results. Your ATAR will be calculated and issued by the QTAC. More details: [www.qtac.edu.au/for-schools/atar-information](http://www.qtac.edu.au/for-schools/atar-information).

We look forward to assisting you on your senior journey, please don't hesitate to contact the Senior Schooling office if you have any queries.

Kurt Goodwin  
Principal

# 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-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

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

## Applied and Applied (Essential) syllabuses

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

## General syllabuses

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

## General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

## 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. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see [www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework](http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).

# 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
- skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## **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 information & communication technologies (ICT) skills.

## **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.

## **Australian Tertiary Admission Rank (ATAR)**

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.

## **English requirement**

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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



# Applied and Applied (Essential) 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.

## Course structure

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

## 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.

# Short Course syllabuses

## 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.

# NRSHS Subject Offerings 2025

English		Mathematics	
Applied	Essential English	Applied	Essential Mathematics
General	English English as an Additional Language Literature	General	General Mathematics Mathematical Methods Specialist Mathematics
Humanities & Social Sciences		Science	
General	Accounting Ancient History Business Economics Legal Studies Modern History Geography	General	Biology Chemistry Earth & Environmental Science Physics Psychology
Applied	Business Studies	Applied	Aquatic Practices
Technologies		The Arts	
General	Food & Nutrition Design	General	Drama Music Visual Art Film, Television and New Media
Applied	Engineering Skills Furnishing Skills Fashion	Applied	Music In Practice Visual Arts in Practice Drama in Practice Dance in Practice Media Arts in Practice
Health & Physical Education			
General	Health Physical Education		
Applied	Sport & Recreation Early Childhood Studies		
Vocational Education & Training		Vocational Education & Training	
Elective lines - Delivered at NRSHS on scope	Certificate II in Workplace Skills Certificate III in Hospitality (full day) Certificate III in School Based Education Support Certificate II in Active Volunteering Certificate II in Tourism	External Courses.  Full days off site	Certificate II in Automotive Preparation (via CQ University Australia or Glenmore SHS) Certificate II in Autonomous Technology (via CQ University Australia) Certificate II in Salon Assistant (via CQ University Australia) Certificate II in Aircraft Line Maintenance (via Aviation Australia)
Elective lines - Delivered at NRSHS via external provider	Certificate III in Aviation Remote Pilot (full day) Health Bundle - Certificate III in Health Services Assistance & Certificate II Health Support Service (full day) Certificate II in Sport Coaching Certificate III in Fitness	HAWKS line	Certificate II in Active Volunteering Certificate II in Workplace Skills Certificate II in Electrotechnology (via Gold Coast Trades College)

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"><li>• Responding to texts</li><li>• Creating texts</li></ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"><li>• Responding to texts</li><li>• Creating texts</li></ul>	<b>Language that influences</b> <ul style="list-style-type: none"><li>• Creating and shaping perspectives on community, local and global issues in texts</li><li>• Responding to texts that seek to influence audiences</li></ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"><li>• Responding to popular culture texts</li><li>• Creating representations of Australian identities, places, events and concepts</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Spoken response</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Multimodal response</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Written response</li></ul>



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

# English as an Additional Language

## General senior subject

General

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.

## 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
- use mode-appropriate features to achieve particular purposes.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language, text and culture</b> <ul style="list-style-type: none"> <li>• Understanding texts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Perspectives in texts</b> <ul style="list-style-type: none"> <li>• Understanding texts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Issues, ideas and attitudes</b> <ul style="list-style-type: none"> <li>• Understanding texts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Persuasive response	25%	Summative external assessment (EA): • Examination — extended response	25%

# Literature

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Imaginative response	25%	Summative external assessment (EA): • Examination — extended response	25%



# Early Childhood Studies

## Applied senior subject

Applied

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities

responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

## Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

## Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

## Structure

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

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

## Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	<b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	<b>Play-based learning activity</b> Implementation of activity: up to 5 minutes <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

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

rhythmic and expressive movement activities.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Performance</b> Performance: up to 4 minutes  <b>Planning and evaluation</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Investigation and session plan</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <b>Performance</b> Performance: up to 4 minutes

		<p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
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The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into

specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

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

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

## Pathways

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



## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"><li>• Alcohol and other drugs (elective)</li><li>• Body image (elective)</li></ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"><li>• Homelessness (elective)</li><li>• Transport safety (elective)</li><li>• Anxiety (elective)</li></ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Action research</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies

skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>Motor learning in physical activity</li> <li>Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>Sport psychology in physical activity</li> <li>Equity — barriers and enablers</li> </ul>	<b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>Tactical awareness in physical activity</li> <li>Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>Energy, fitness and training integrated in physical activity</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

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

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

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

in the workplace to successfully participate in future employment.

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

## Pathways

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.

## Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

## 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.

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

## 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: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>
Project	Students develop a business solution for a scenario about the unit context.	<b>Action plan</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 400 words</li></ul>

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real-world accounting</b> <ul style="list-style-type: none"> <li>• Introduction to accounting</li> <li>• Accounting for today's businesses</li> </ul>	<b>Financial reporting</b> <ul style="list-style-type: none"> <li>• End-of-period reporting for today's businesses</li> <li>• Performance analysis of a sole trader business</li> </ul>	<b>Managing resources</b> <ul style="list-style-type: none"> <li>• Cash management</li> <li>• Managing resources for a sole trader business</li> </ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"> <li>• Fully classified financial statement reporting and analysis for a sole trader business</li> <li>• Complete accounting process for a sole trader business</li> <li>• Performance analysis of a public company</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality from the Ancient World 1</li> <li>• Personality from the Ancient World 2</li> </ul>	<b>Reconstructing the Ancient World</b> <p>Schools select two of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Thebes — East and West, from the 18th to the 20th Dynasty</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• The Ancient Levant — First and Second Temple Period</li> <li>• Persia from Cyrus II to Darius III</li> <li>• Fifth Century Athens (BCE)</li> <li>• Macedonian Empire from Philip II to Alexander III</li> <li>• Rome during the Republic</li> <li>• Early Imperial Rome from Augustus to Nero</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The Celts and/or Roman Britain</li> <li>• The Medieval Crusades</li> <li>• Classical Japan until the end of the Heian Period</li> </ul>	<b>People, power and authority</b> <p>Schools select one of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Carthage and/or Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> <li>• Ancient Rome — the Augustan Age</li> <li>• Ancient Rome — Imperial Rome until the fall of the Western Roman Empire</li> <li>• Ancient Rome — the Byzantine Empire</li> </ul> <p>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.</p>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short responses</li></ul>	25%

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

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

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

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned

by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

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

### Pathways

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
<b>Business creation</b> <ul style="list-style-type: none"><li>• Fundamentals of business</li><li>• Creation of business ideas</li></ul>	<b>Business growth</b> <ul style="list-style-type: none"><li>• Establishment of a business</li><li>• Entering markets</li></ul>	<b>Business diversification</b> <ul style="list-style-type: none"><li>• Competitive markets</li><li>• Strategic development</li></ul>	<b>Business evolution</b> <ul style="list-style-type: none"><li>• Repositioning a business</li><li>• Transformation of a business</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Feasibility report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Business report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

# Economics

## General senior subject

General

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

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

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

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

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

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

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

## Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics,

econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

## Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b> <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul>	<b>Modified markets</b> <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Case options of market measures and strategies</li> </ul>	<b>International economics</b> <ul style="list-style-type: none"> <li>• International trade</li> <li>• Global economic issues</li> </ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic indicators and past budget stances</li> <li>• Economic management</li> </ul>

## Assessment

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

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

### Summative assessments

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



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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology

(ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

## Pathways

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

## 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
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"><li>• Legal foundations</li><li>• Criminal investigation process</li><li>• Criminal trial process</li><li>• Punishment and sentencing</li></ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"><li>• Civil law foundations</li><li>• Contractual obligations</li><li>• Negligence and the duty of care</li></ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"><li>• Governance in Australia</li><li>• Law reform within a dynamic society</li></ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"><li>• Human rights</li><li>• Australia's legal response to international law and human rights</li><li>• Human rights in Australian contexts</li></ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — analytical essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and

conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)</li> <li>• Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)</li> <li>• Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)</li> <li>• American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)</li> <li>• French Revolution, 1789–1799 (Estates General meets – New Consulate established)</li> <li>• Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)</li> <li>• Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)</li> <li>• Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty)</li> <li>• Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> <li>• Xinhai Revolution and its aftermath,</li> </ul>	<p><b>Movements in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)</li> <li>• Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)</li> <li>• Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)</li> <li>• Women's movement since 1893 (Women's suffrage in New Zealand becomes law)</li> <li>• May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)</li> <li>• Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)</li> <li>• Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)</li> <li>• Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)</li> </ul>	<p><b>National experiences in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australia since 1901 (Federation of Australia)</li> <li>• United Kingdom since 1901 (Edwardian Era begins)</li> <li>• France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)</li> <li>• New Zealand since 1841 (separate colony of New Zealand established)</li> <li>• Germany since 1914 (World War I begins)</li> <li>• United States of America, 1917–1945 (entry into World War I – World War II ends)</li> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> <li>• Japan since 1931 (invasion of Manchuria begins)</li> <li>• China since 1931 (invasion of Manchuria begins)</li> <li>• Indonesia since 1942 (Japanese occupation begins)</li> <li>• India since 1947 (Indian Independence Act of 1947 becomes law)</li> <li>• Israel since 1917 (announcement of the Balfour Declaration)</li> <li>• South Korea since 1948 (Republic of Korea begins).</li> </ul>	<p><b>International experiences in the Modern World</b></p> <p>Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945 (World War II in the Pacific ends)</li> <li>• Search for collective peace and security since 1815 (Concert of Europe begins)</li> <li>• Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)</li> <li>• Mass migrations since 1848 (California Gold Rush begins)</li> <li>• Information Age since 1936 (On Computable Numbers published)</li> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Nuclear Age since 1945 (first atomic bomb detonated)</li> <li>• Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> <li>• Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)</li> <li>• Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)</li> <li>• Space exploration since the 1950s (publication of articles focused on space travel)</li> <li>• Rights and recognition of First Peoples since 1982 (United Nations Working Group on</li> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
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.	• African-American civil rights movement since 1954 (judgment in <i>Brown v. Board of Education</i> delivered) • Environmental movement since the 1960s ( <i>Silent Spring</i> 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.		Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).  Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

## Assessment

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

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

### Summative assessments

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

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.

## 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
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"><li>• Natural hazard zones</li><li>• Ecological hazard zones</li></ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"><li>• Responding to challenges facing a place in Australia</li><li>• Managing challenges facing a megacity</li></ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li><li>• Responding to local land cover transformations</li></ul>	<b>Managing population change</b> <ul style="list-style-type: none"><li>• Population challenges in Australia</li><li>• Global population change</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Data report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Field report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

# Essential Mathematics

## Applied senior subject

Applied

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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



## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Managing money</li></ul>	<b>Data and travel</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Data collection</li><li>• Graphs</li><li>• Time and motion</li></ul>	<b>Measurement, scales and chance</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Probability and relative frequencies</li></ul>	<b>Graphs, data and loans</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Bivariate graphs</li><li>• Summarising and comparing data</li><li>• Loans and compound interest</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>

# General Mathematics

## General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas

between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## 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
<b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Similarity and scale</li> <li>• Algebra</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applications of linear equations and trigonometry, matrices and univariate data analysis</b> <ul style="list-style-type: none"> <li>• Applications of linear equations and their graphs</li> <li>• Applications of trigonometry</li> <li>• Matrices</li> <li>• Univariate data analysis 1</li> <li>• Univariate data analysis 2</li> </ul>	<b>Bivariate data and time series analysis, sequences and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis 1</li> <li>• Bivariate data analysis 2</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities 1</li> <li>• Loans, investments and annuities 2</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics 1</li> <li>• Networks and decision mathematics 2</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## 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
<b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Introduction to proof</li> <li>• Vectors in the plane</li> <li>• Algebra of vectors in two dimensions</li> <li>• Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Complex arithmetic and algebra</li> <li>• Circle and geometric proofs</li> <li>• Trigonometry and functions</li> <li>• Matrices and transformations</li> </ul>	<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Mathematical induction and trigonometric proofs</li> <li>• Vectors in two and three dimensions</li> <li>• Vector calculus</li> <li>• Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Integration techniques</li> <li>• Applications of integral calculus</li> <li>• Rates of change and differential equations</li> <li>• Modelling motion</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>			



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

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

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

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises

to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

Biology aims to develop students':

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis — thermoregulation and osmoregulation</li> <li>Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>			

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Earth & Environmental Science

## General senior subject

General

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Earth & Environmental Science aims to develop students':

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate understanding, findings, arguments and conclusions related to Earth and its environments, using appropriate representations, modes and genres.

## Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

## 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
<b>Introduction to Earth systems</b> <ul style="list-style-type: none"> <li>• Earth systems and models</li> <li>• Development of the geosphere</li> <li>• Development of the atmosphere and hydrosphere</li> <li>• Development of the biosphere</li> </ul>	<b>Earth processes — energy transfers and transformations</b> <ul style="list-style-type: none"> <li>• Energy for Earth processes</li> <li>• Energy for atmospheric and hydrologic processes</li> <li>• Energy for biogeochemical processes</li> </ul>	<b>Living on Earth — extracting using and managing Earth resources</b> <ul style="list-style-type: none"> <li>• Use of non-renewable Earth resources</li> <li>• Use of renewable Earth resources</li> </ul>	<b>The changing Earth — the cause and impact of Earth hazards</b> <ul style="list-style-type: none"> <li>• The cause and impact of Earth hazards</li> <li>• The cause and impact of global climate change</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in

physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>			

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

Psychology aims to develop students':

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>• Data test</li> </ul>		<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>			

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students

learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

☑ 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.

## 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.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
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:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<ul style="list-style-type: none"><li>• <b>Fashion product</b> Product: fashion garment/s</li><li>• <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li></ul>
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<ul style="list-style-type: none"><li>• <b>Unit-specific product</b> Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign</li><li>• <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li></ul>

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

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate

and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

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

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.

## 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
<b>Stakeholder-centred design</b> <ul style="list-style-type: none"><li>• Designing for others</li></ul>	<b>Commercial design influences</b> <ul style="list-style-type: none"><li>• Responding to needs and wants</li></ul>	<b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"><li>• Responding to opportunities</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Design challenge</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%

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.

## 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
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"><li>• Introduction to the food system</li><li>• Vitamins and minerals</li><li>• Protein</li></ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"><li>• Consumer food drivers</li><li>• Sensory profiling</li><li>• Food safety and labelling</li><li>• Food formulation for consumers</li></ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"><li>• Carbohydrate</li><li>• Fat</li></ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"><li>• Formulation and reformulation for nutrition consumer markets</li><li>• Nutrition consumer markets</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Food &amp; Nutrition solution</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Food &amp; Nutrition solution</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

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

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

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

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	<b>Performance</b> Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work OR <b>Performance</b> Performance (live or recorded): up to 4 minutes AND <b>Planning and evaluation of composition or performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

## Pathways

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

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

## Objectives

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

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



## Structure

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

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

## Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p><b>Prototype artwork</b> 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <p>OR</p> <p><b>Design proposal</b> 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</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p><b>Planning and evaluations</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	<p><b>Resolved artwork</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</li> </ul>

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.

## Pathways

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

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

## Objectives

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

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

## Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

## Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	<p><b>Devised scene</b> Up to 4 minutes (rehearsed)</p> <p><b>Planning and evaluation of devised scene</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	<p><b>Director's brief</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p><b>Planning and evaluation of the director's brief</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	<p><b>Performance</b> Performance (live or recorded): up to 4 minutes</p>

# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	<b>Design product</b> Design product must represent: <ul style="list-style-type: none"><li>• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below).</li></ul> <b>Planning and evaluation of design product</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	<b>Media artwork</b> One of the following: <ul style="list-style-type: none"><li>• Audio: up to 3 minutes</li><li>• Moving image: up to 3 minutes</li><li>• Still image: up to 4 media artwork/s</li></ul>

# Dance in Practice

## Applied senior subject

Applied

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a

sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

## Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

## Objectives

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

- ☒ use dance practices
- ☒ plan dance works
- ☒ communicate ideas
- ☒ evaluate dance works.

## Structure

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

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

## Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	<b>Choreography of dance</b> Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	<b>Choreography of dance/dance work</b> Choreography (live or recorded): up to 4 minutes <b>Planning and evaluation of choreography</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	<b>Performance of dance, dance work/s</b> Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	<b>Performance of dance</b> Performance (live or recorded): up to 4 minutes <b>Planning of choreography and evaluation of performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>



# Drama

## General senior subject

General

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

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and

digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

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

## Pathways

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Practice-led project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Dramatic concept</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Film, Television & New Media

## General senior subject

General

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

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

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

## Pathways

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
<b>Foundation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul>	<b>Participation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul>	<b>Artistry</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

# Music

## General senior subject

General

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in

Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> 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?	<b>Identities</b> 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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

## Assessment

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

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

### Summative assessments

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

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

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

### Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future

artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>	<b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

## Assessment

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

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

### Summative assessments

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



# Vocational Education and Training Qualifications



Our school under the delegation of the Queensland Curriculum and Assessment Authority and the Vocational Education, Training and Employment Act (2000), is recognised as a Registered Training Organisation (RTO 30144) in the delivery of Vocational Education and Training to the Australian Qualification Framework Certificate level. For more information on VET at NRHS please contact Head of Department (Vet Faculty), Bronwyn Fechner [bfech9@eq.edu.au](mailto:bfech9@eq.edu.au)

We offer the industry standard facilities and teachers with relevant industry knowledge, experience and currency to teach and assess VET programs. Our school provides a range of VET options for young people including Vocational Placement, Work Experience and **School-based Apprenticeships and Traineeships** (SATs). For more information regarding work experience or school-based apprenticeships and traineeships, please contact Penny Hinchliffe [phinc9@eq.edu.au](mailto:phinc9@eq.edu.au) or the Senior Schooling office.

## Benefits of VET for our students

Vocational education in schools assists all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways (MCEETYA 2000). Vocational education encompasses '*career education*', '*enterprise education*' and '*vocational education and training (VET)*' and this helps connect young people with the world of work and provide employment skills. These connections are all-important components of life-long learning, career success and support 'seamless' transitions from school to employment and further education and training.

The variety and relevance of VET programs keeps young people interested in school, giving them the chance to learn about different areas of work and gaining nationally recognised skills and qualifications that lead directly to employment.

Vocational Education and Training (VET) equips students with employment-specific skills, expands post-school options, and provides flexible learning pathways. Its pedagogy reflects lifelong learning and incorporates flexibility, diversity, and innovative approaches to developing both generic and employability skills. VET delivers the knowledge, skills, key competencies, and attributes that are transferable to the workforce. These essential elements should be embedded in the curriculum, assessment, and reporting to ensure that young people become confident and competent in today's knowledge-driven society.

Vocational Education and Training provides our students access to certificate level courses in a number of ways:

Delivered by qualified teachers at NRHS under our Registered Training Organisation (RTO code 30144)

**BSB20120** – Certificate II in Workplace Skills (up to 4 QCE points)  
**CHC24015** – Certificate II in Active Volunteering (up to 4 QCE points)  
**CHC30221** – Certificate III in School Based Education Support (up to 8 QCE points)  
**FSK20119** – Certificate II in Skills for Work and Vocational Pathways (up to 4 QCE points)  
**SIT30622** – Certificate III in Hospitality (up to 8 QCE points)  
**SIT20122** – Certificate II in Tourism (up to 4 QCE points)



**SIS20321** – Certificate II in Sport Coaching (up to 4 QCE points) Binnacle Training RTO code 31319

**SIS30321** – Certificate III in Fitness (up to 8 QCE points) Binnacle Training RTO code 31319

**Health Pathway Bundle** (up to 8 QCE points) IVET Institute RTO code 40548

- **HLT23221** – Certificate II in Health Support Service

- **HLT33115** – Certificate III in Health Services Assistant

**AVI30419** – Certificate III in Aviation (Remote Pilot) (up to 7 QCE points) Burnside State High School RTO code 30245

**10939NAT** – Certificate II in Self Awareness and Development (up to 4 QCE points). Blueprint Career Development RTO Code 30978.

## VETiS Funding Eligibility

### Career Ready VET in Schools Program, funded by the Queensland Government

Some students undertake nationally recognised vocational education and training (VET) qualifications while they are still at work. VET is learning that is directly related to work. Nationally recognised qualifications are developed to give people the knowledge and skills they need to work in a particular job.

Funded by the Department of Trade, Employment and Training, VETiS or Vocational Education and Training in Schools allows students to undertake VET qualifications while they are still attending school. The VETiS program covers training fees for VET courses that are aligned to jobs and skills in demand, putting secondary school students on to a path to employment and further VET opportunities.

The new Career Ready VET in Schools program is being developed to help school students make good career and training choices, so they can leave school career-ready, informed and confident in what their future holds. The new Career Ready program aims to help students understand their career and training options and provide stronger pathways to work – with fee-free VET courses that have strong industry and employment connections.

## Unique Student Identifier (USI)

VET students must have a Unique Student Identifier (USI) before a Statement of Attainment or Qualification can be awarded. Students need to apply for their USI at [usi.gov.au](https://usi.gov.au) and give a copy of this number to the Senior Schooling Office for recording prior to starting the course.

# Vocational Education and Training - VET

HAWKS line and Elective lines delivered at NRSHS on scope

VET

## QUALIFICATION: Certificate II in Active Volunteering – CHC24015

<b>REGISTERED TRAINING ORGANISATION</b>	<b>North Rockhampton State High School</b> <b>RTO Code: 30144</b>	 
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This certificate provides students and schools with ability to engage with their local school and wider community. The program enables learning to be provided in an environment, which reflects the working circumstance of volunteers in our community under direct supervision.

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling. Involves 20 hours of volunteer placement.

**QCE Credits** = Successful completion of the Certificate II in Active Volunteering contributes four (4) credits towards a student's QCE.

**Program Length** = One year

Core Competencies	
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

Elective Competencies	
CHCCOM001	Provide first point of contact
HLTAID011	Provide first aid
FSKDIG003	Use digital technology for routine workplace tasks

**Cost** = Nil

Contact Information	
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

# Vocational Education and Training - VET

HAWKS line and Elective lines delivered at NRSHS on scope

VET

## QUALIFICATION: Certificate II in Workplace Skills - BSB20120

<b>REGISTERED TRAINING ORGANISATION</b>	<b>North Rockhampton State High School</b> <b>RTO Code: 30144</b>		
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Certificate II in Workplace Skills, as an area of study, helps students to develop the necessary skills in preparation for work. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They will perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. This qualification prepares students for a variety of entry-level Business Services job roles.

### QCE Credits

Successful completion of the Certificate II in Workplace Skills contributes a maximum of four (4) credits towards a student's QCE. Each student must gain competency across 10 units, consisting of 5 core units plus 5 elective units to attain the full certificate.

### Program Length

2 years

Core Competencies	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
Elective Competencies	
BSBCRT201	Develop and apply thinking and problem solving skills
BSBFIN301	Process financial transactions
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK201	Work effectively with others

### Course Overview

Certificate II in Workplace Skills meets the needs of students in the post compulsory years of schooling. In particular, it is designed to assist students to develop:

1. A knowledge and understanding of the business industry;
2. The skills and/or vocational competencies required as citizens for effective participation in the work force in general and the business community in particular;
3. An awareness and appreciation of the importance of communication in the business world and the ability to communicate effectively in a workplace environment, using the language of business appropriately;

4. The ability to effectively utilise a range of business technologies to enable them to take their places in a rapidly changing business and technological society;
5. An awareness of their individual abilities, to foster personal growth, self-reliance and a sense of personal worth and esteem within the framework of social responsibility;
6. An awareness of moral, ethical and social responsibility within all roles related to the business industry;
7. The knowledge, skills and attitudes necessary to participate as valued members of society and that enhance employability, enjoyment of life, preparedness for further studies and lifelong learning.

#### Contact Information

For more information, please contact the Head of Department (Business Faculty), Carla Anderson

Email: [cande98@eq.edu.au](mailto:cande98@eq.edu.au)

# Vocational Education and Training - VET

Elective lines delivered at NRSHS on scope

VET

## QUALIFICATION: Certificate III in Hospitality – SIT30622

<b>REGISTERED TRAINING ORGANISATION</b>	<b>North Rockhampton State High School</b> <b>RTO Code: 30144</b>		
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**This course requires one full day at North Rockhampton High School each week.**

Do you want a new career in Hospitality? Are you looking for practical training with great skills? Would you like the opportunity to gain the right Employability Skills that Employers are looking for in New Employees?

The technical, interpersonal, conceptual and practical skills learned through this qualification will help you unlock your potential and future career. To work in the Hospitality industry, you not only need the skills, you need to be knowledgeable, motivated and eager to learn. Whatever your reason for enrolling in this course, you will be assured that you are job ready to work in this exciting sector once completed. The Certificate III in Hospitality is a nationally accredited qualification and an industry endorsed program which has been created to provide training for people who are eager to gain employment in this exciting sector.

### Program Length

- This program takes 1-2 Years to complete. Duration may vary between new learners and those with previous experience. Involves 36 Service periods of practical placement

### QCE Credits

Successful completion of the Certificate III in Hospitality contributes a maximum of eight (8) credits towards a student's QCE.

Core	
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
Elective Competencies	
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHFAB036	Provide advice on food
SITHCCC028	Prepare appetisers and salads
SITXFIN007	Process financial transactions
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB027	Serve food and beverage

## Entry Requirements

There are no prerequisites to gain entry into SIT30622 Certificate III in Hospitality, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test so that the appropriate academic support can be sourced throughout the course
- Students must be physically able to undertake practical placement

## Cost

- Enrolment Fee: \$300.00 approx. (TBC). Payable in instalments (Year 11 \$150.00 and Year 12 \$150.00) *A deposit of \$50 must be paid prior to conclusion of 2025 school year. Full amount of year 11 fees to be finalised by end of term one, 2026. Full amount of year 12 fees to be paid by end of term one 2027.*

## Compulsory Uniform Requirements

- Work Quality Long Black Pants
- Work Quality Black Closed in Shoes (No Colours)

## Additional Costs

- Ingredients costs – (varies and sometimes not necessary)
- Excursion costs – (when applicable)

## Stationery Requirements

- 1 X A4 Display Folder
- 2 X A4 exercise book
- Writing equipment

## Mode of Delivery

The mode of delivery includes any combination of the following:

- Face to face in a simulated workplace environment for required performance and knowledge evidence
- Work experience in NRSHS commercial kitchen/restaurant/cafe
- Online for theory components of training for knowledge evidence
- In a classroom / kitchen for theory/practical components of training for knowledge/skills evidence

### You will be provided with:

- A dedicated and Industry trained Trainer and Assessor
- Course Materials & Resources
- On-Line Competency Theory and Practical Resources
- Daily practice in a fully functioning Café and Restaurant Area performing duties that Food and Beverage Attendants are required to do
- Extensive Practical Cookery Tasks utilising a fully functioning Commercialised Kitchen
- NRSHS Hospitality Polo Shirt (Compulsory Uniform)

### Contact Information

For more information, please contact the Head of Department (Technologies Faculty), Janita Ray

Email: [jxray1@eq.edu.au](mailto:jxray1@eq.edu.au)

# Vocational Education and Training - VET

Elective lines delivered at NRSHS on scope

VET

## QUALIFICATION: Certificate III in School Based Education Support - CHC30221

<b>REGISTERED TRAINING ORGANISATION</b>	<b>North Rockhampton State High School</b> <b>RTO Code: 30144</b>		
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Do you want a career in Education? Are you looking to make a difference and play a role in shaping the next generation? Education is an in-demand industry. This qualification will provide;

- Potential job opportunities as a Teacher Aide while studying further in education
- Potential RPL opportunities when studying further in education

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

Education support workers work mainly with students in classroom settings in primary or secondary schools. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students.

### Program Length

- This program takes 2 years to complete. Duration may vary.
- 100 hours of work placement is involved - in a classroom environment catering to primary or secondary students.

### QCE Credits

Successful completion of the Certificate III in School based Education Support contributes a maximum potential of eight (8) credits towards a student's QCE.

**The Course consists of 15 competencies, 10 core and 5 electives.**

Core Units	
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills

CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
Elective Competencies – 5 of the competencies below will be completed. Some competencies completed by all students; some are student choice.	
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait Islander education worker
CHCEDS040	Search and access online information
CHCEDS043	Support students with English as an additional language
CHCEDS048	Work with students in need of additional learning support
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education
CHCEDS056	Provide support to students with autism spectrum disorder
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting

## Entry Requirements

There are no prerequisites to enter Certificate III in School based Education Support CHC30221, however, students must undertake a Language, Literacy & Numeracy (LLN) test & must be able to undertake practical placement.

**Cost = Nil**

### Contact Information

For more information, please contact the Head of Department (Technologies Faculty), Janita Ray

Email: [jxray1@eq.edu.au](mailto:jxray1@eq.edu.au)



# Vocational Education and Training - VET

Elective lines delivered at NRSHS on scope

VET

## QUALIFICATION: Certificate III in Tourism – SIT20122

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144		
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Do you want a career in Tourism? Develop your abilities to venture into a career in the exciting tourism industry with a **Certificate II in Tourism**! This course will give you hands-on experience and essential skills in customer service, travel planning, and tourism operations. Whether you dream of working in travel agencies, theme parks, hotels, or adventure tourism, this qualification is your first step toward an exciting and dynamic career.

A **Certificate II in Tourism** opens the door to entry-level opportunities in the exciting and fast-growing tourism and hospitality industry. With this qualification, students can gain employment or further study in areas such as:

### Career Opportunities:

- \* **Tourism Assistant** – Work in visitor information centers, travel agencies, or tour companies.
- \* **Guest Services Assistant** – Provide customer service in hotels, resorts, and attractions.
- \* **Tour Guide Assistant** – Help lead tours at museums, historical sites, or nature reserves.
- \* **Theme Park or Attraction Attendant** – Assist visitors at amusement parks, zoos, or cultural centers.
- \* **Retail or Sales Assistant (Tourism & Travel)** – Work in gift shops, travel agencies, or booking offices.

### Further Study Pathways:

This qualification is a great foundation for further study, such as:

- \* **Certificate III in Tourism** – Expands your skills for more advanced roles.
- \* **Diploma of Travel and Tourism Management** – Leads to supervisory and managerial positions.
- \* **Specialized Training** – Areas like event management, hospitality, or eco-tourism.

With the tourism industry booming, this qualification is a fantastic way to start a career filled with travel, adventure, and new experiences!

### Program Length

- This program takes 2 years to complete.

### QCE Credits

Successful completion of the Certificate II in Tourism contributes a maximum potential of four (4) credits towards a student's QCE.

**The Course consists of 11 competencies, 5 core and 6 electives.**

Core Units	
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
Elective Units	
SITTGDE013	Interpret aspects of local Australian Indigenous culture
SITXCOM008	Provide a briefing or scripted commentary
CUA EVP211	Assist with the staging of public activities or events
SITTIND004	Source and use information on the holiday park and resort industry
SIFCBGM001	Provide general grounds care
HLTAID011	Provide first aid

**Cost = Nil**



Contact Information	
For more information, please contact the Head of Department (Humanities Faculty), Ingrid Ashton	Email: <a href="mailto:iasht1@eq.edu.au">iasht1@eq.edu.au</a>

# Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

VET

## QUALIFICATION: Certificate II in Self Awareness and Development – 10939 NAT

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Blueprint Career Development</b> <b>RTO Code: 30978</b>		
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This course is designed to address the 'softer' skills required for employability, life-long learning and an individual's ability to create personal and professional success.

The primary purpose to the course is intended to provide participants with the following general education outcomes:

- goal setting and work priorities
- communication skills – verbal and written
- working effectively with others
- self-reliance and dependability
- empathy, interpersonal and relational skills.

### Program Length

This program takes one year to complete.

### QCE Credits

Successful completion of the Certificate II in Self Awareness and Development contributes a maximum potential of four (4) credits towards a student's QCE.

**Cost = \$100 (To be confirmed)**

Core	
NAT10939001	Transform thinking habits
NAT10939002	Identify learning styles and personality profiles to communicate effectively
NAT10939003	Make choices that develop self-esteem
NAT10939004	Develop empowering beliefs and habits
NAT10939005	Deal with fears and challenges

Elective Competencies	
NAT10939006	Cultivate creative thinking
NAT10939007	Create personal vision and opportunities
NAT10939008	Clarify purpose and overcome obstacles
NAT10939009	Define, monitor and reward goals
NAT109390010	Manage time with balance and self-discipline
NAT109390011	Build positive relationships
NAT109390012	Present with positive praise and critique



Contact Information	
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

# Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

VET

## QUALIFICATION: Certificate III in Aviation (Remote Pilot) - AVI30419

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Burnside State High School</b> <b>RTO Code: 30245</b>		
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**This course requires one full day at North Rockhampton High School each week.**

Are you interested in a qualification which will enable you to become the next generation of pilot? This qualification can lead to employment as a drone pilot or drone specialist within a range of industries including, mining, agriculture, construction, emergency services, entertainment and much more.

This qualification prepares you for a role as a drone pilot and will provide you with the skills, knowledge and to operate commercially. This could be for your own business, working for a company or working for one of many government departments which are utilising drones. It is also an excellent entry point into the aviation industry as you will be learning the same subjects that pilots of manned aircraft in airlines and the military learn.

The course is a mix of theory and practical flying to ensure you have the skills and knowledge to be employed as a drone pilot in a full-time role or part time role.

### Program Length

- The completion time-frame for this qualification is 18 months.

### QCE Credits

Successful completion of the Certificate III in Aviation (Remote Pilot) contributes between five and seven (5-7) credits towards a student's QCE.

Core	
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
Elective Competencies	
AVIG0003	Work effectively in the aviation industry
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
AVIW0008	Conduct aerial search using remote pilot aircraft systems

## Entry Requirements

This qualification is for candidates new to aviation and remote piloting. It will require a mix of practical and theoretical skills to be able to meet the requirements.

Students need to be self-disciplined and be able to follow instructions.

## Pathways

Upon successful completion of the entry level course AVI30419 Certificate III in Aviation (Remote Pilot), there are a number of career pathways from this qualification including photography / cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles.

## Mode of Delivery

Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands-on approach. An Online learning management system also supports the students during their course of study.

## Cost

Students may be able to access funding to help subsidise the cost of their training. Please see the Senior Schooling team for more information regarding your situation.

**Drone Pilot Licence** – on completion of Certificate III in Aviation (Remote Pilot) students may chose to sit for their drone licence. This requires additional study, testing and there is a cost involved which is up to CASA to determine on a yearly basis.

### Contact Information

For more information, please contact the Head of Department  
(Technologies Faculty), Janita Ray

Email: [jxray1@eq.edu.au](mailto:jxray1@eq.edu.au)

# Vocational Education and Training - VET



## Elective lines delivered at NRSHS via external provider

VET

### QUALIFICATION: HEALTH BUNDLE

The health pathway bundle consists of the following qualifications:

- Certificate II in Health Support Service – HLT23221
- Certificate III Health Services Assistance – HLT33115

<b>REGISTERED TRAINING ORGANISATION</b>	<b>IVet</b> <b>RTO Code: 40548</b>		
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*Remote schooling agreement with Kawana Waters State College for the delivery of this program.*

The Certificate II in Health Support Services reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

The Certificate III in Health Services Assistant reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the prehospital/out-of hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force. Completion of the AIN element of the course enables students to enter the workforce as Assistant in Nursing on exit.

**QCE Credits** = Successful completion of the Health Pathway Bundle contributes potentially maximum of eight (8) credits towards a student's QCE.

**Program Length** = This program takes 2 years to complete.

### Units of Study

Students will:

- Learn medical terminology
- Recognise healthy bodies
- Work legally and ethically
- Follow safe work practices
- Advanced first aid course
- Infection control
- Manual handling
- Workplace health and safety
- Work effectively with others
- Produce business documents
- Communicate and work in health
- Transport clients
- Prepare and maintain beds
- Work with diverse people
- Maintain a high standard of care
- Respond effectively to behaviours of concern
- Vocational placement

## Pathways

The health pathway can open the doors to a career in the ambulance, nursing, paramedics, science, workplace health and safety, allied health, aged care, community health, mental health, health administration and more. Completion of the health pathway will result in opportunities to explore Tertiary study at the University of the Sunshine Coast into a Bachelor of Nursing, Bachelor of Health Science, Bachelor of Biomedical Science, Bachelor of Health and Community Care Management. Students have the opportunity in Year 11/12 to commence University Subjects.

## Cost

This course is supported by RTO IVet (40548) and will be delivered as a dual qualification. For students who have not utilised their VETiS funding the upfront cost for this program will be \$550 approx (TBC) as funding options are available. Please see the Senior Schooling team for more information regarding these funding options. A deposit of \$250 is required by the conclusion of the 2025 school year. Full amount to be finalised by end of term one, 2026. Payment plans are available to be discussed and requested through our Finance Department.

They will become familiar with:

- Two-stimulation ward with viewing window
- Health monitoring equipment
- 65" and 40" screen monitors
- CCTV to overhead monitor
- Patient dressing station
- Wheel chair and wheel chair access ramp
- Comprehensive medical nursing supplies
- Computer work stations
- 3D printers
- Training provided by a Registered nurse.

Course Units – Year 1 (Certificate II Units)	
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake a routine stock maintenance
CHCCOM005	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCHDIV001	Work with diverse people



Course Units – Year 2 (Certificate III Units)	
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide First Aid
HLTAID009	Provide cardiopulmonary resuscitation
BSBMED303	Maintain patient records
CHCCCS009	Facilitate responsible behaviour
HLTWHS002	Follow safe work practices for direct client care

*\* All elective units are subject to change prior to the commencement of the school year. This is to ensure alignment to current industry practices is at its optimum.*



Contact Information	
For more information, please contact Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

# Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

VET

## QUALIFICATION: Certificate II in Sport Coaching – SIS20321

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Binnacle Training</b> <b>RTO Code: 31319</b>	 <b>Binnacle Training</b>	 NATIONALLY RECOGNISED TRAINING
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*This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.*

This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a coach.

This program also includes the following:

- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including club level official and/or club assistant coach, or pathway into SIS30115 Certificate III in Sport and Recreation or SIS30321 Certificate III in Fitness

### QCE Credits

Successful completion of the Certificate II in Sport Coaching contributes a maximum of four (4) credits towards a student's QCE.

### Program Length

2 years

Competencies	
HLTAID011	Provide First Aid
SIRXWHS001	Work safely
SISSSCO002	Work in a community coaching role
SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
SISXEMR001	Respond to emergency situations

## Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

## Cost

- \$265.00 approx. (TBC)= Binnacle Training course fee. *A deposit of \$100 must be paid upon subject selection. Full amount to be paid by end of schooling year 2025. VETiS funding is available for this fee. See VETiS funding section.*
- \$55.00 approx. (TBC)= First Aid Certificate costs
- **All texts and reprographics are provided by the school.**

## Topics of Study

### COURSE SCHEDULE

- Sport Specific Coaching Program
- Self Awareness
- Coaching Program: Development Program
- Community Coaching Programs
- Working Effectively with Others
- Work in a Community Coaching Role
- Community Coaching Program #1
- AIS Community Coaching Essential Skills
- Respond to Emergencies
- Work Safely
- Provide First Aid

### Contact Information

For more information, please contact the Head of Department (Health and Physical Education Faculty), Aaron Harmsworth



Email: [aharm28@eq.edu.au](mailto:aharm28@eq.edu.au)

# Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

VET

## QUALIFICATION: Certificate III in Fitness – SIS30321

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Binnacle Training</b> <b>RTO Code: 31319</b>	 <b>Binnacle Training</b>	 <small>NATIONALLY RECOGNISED TRAINING</small>
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*This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.*

Binnacle's Certificate III in Fitness program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

This program also includes the following:

- The nationally recognised First Aid qualification – HLTAID011 Provide First Aid.
- Community Coaching – Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provide.

### QCE Credits

Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE.

### Program Length

2 years

Units of Competency	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISSPAR009	Participate in conditioning for sport
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISXCCS004	Provide quality service
BSBSUS211	Participate in sustainable work practices
BSBPEF202	Plan and apply time management
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities

SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISXEMR001	Respond to emergency situations (SISXEMR003)
SISOFLD001	Assist in conducting recreation sessions
SISXFAC006	Maintain activity equipment

*\* Elective units are subject to change prior to the commencement of the school year. This is to ensure alignment to current industry practices is at its optimum.*

## Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

## Cost

- \$365.00 approx. (TBC)= Binnacle Training course fee. *A deposit of \$100 must be paid upon subject selection. Full amount to be paid by end of schooling year 2025.*
- **All texts and reprographics are provided by the school.**

## Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a Fitness Instructor, Community Coach, Sports Coach, Athlete or Activity Assistant.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

Students may also choose to continue their study by completing Certificate IV in Fitness at another RTO.

## Topics of Study

### COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation (SFR) Industry
- Apply Knowledge of Coaching Practices
- Perform Research and Create a Group Presentation
- Organise and Complete Work Tasks

- Cardio and Conditioning Programs
- Anatomy and Physiology
- The SFR Industry
- First Aid Course: HLTAID011 Provide First Aid

## COURSE SCHEDULE – YEAR 2

- Anatomy and Physiology
- Health and Nutrition Consultations
- Screening and Health Assessments
- Specific Population Clients
- Older Clients

## Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves an 'outside subject' weekly component as follows:

- **MANDATORY:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- **RECOMMENDED:** 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

## Contact Information

For more information, please contact the Head of Department (Health and Physical Education Faculty), Aaron Harmsworth

Email: [aharm28@eq.edu.au](mailto:aharm28@eq.edu.au)

# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Automotive Vocational Preparation - AUR20720 – Glenmore State High School

<b>REGISTERED TRAINING ORGANISATION</b>	<b>MTA Institute Rockhampton</b> <b>RTO Code: 31529</b>		
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This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

**QCE Credits** = Successful completion contributes a maximum potential of four (4) credits towards QCE.

**Program Length** = 1 year

**Pathways** = Completion of this Vocational Education and Training (VET) Certificate will give students an opportunity to continue their studies in a Certificate III at TAFE, or continue their training through an Apprenticeship to become a Mechanic.

Core Units	
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
Elective Competencies	
AURTTA002	Assist with automotive workplace activities
AURTTE003	Remove and tag engine system components
AURTTJ003	Remove and replace wheel and tyre assemblies
AURETK001	Identify, select and use low voltage electrical test equipment
AURETR115	Inspect, test and service batteries

## Entry Requirements

There are no prerequisites to gain entry in to this course, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test
- Students must be physically able to undertake practical placement

## Course Delivery

The course will be delivered in the newly renovated *GlenTech – Automotive* Shed at Glenmore State High School.

Training will be for one full day a week for the duration of one full school calendar year.

Students participating in this course will be required to attend the *GlenTech – Automotive* Shed at Glenmore State High School on the timetabled day and engage in the program with the MTA trainer/s.

## Compulsory Uniform Requirements

- Students must supply their own, and wear, a pair of safety boots (steel cap boots).
- Students will be provided with a uniform shirt to wear.
- Students are required to wear black pants with the uniform shirt (black jeans, black pants, or black shorts are all acceptable).

## Assessment

Qualified trainers and assessors from the training provider will utilise several different assessment techniques including written submissions and observations of on-the-job training.

## Cost

Nil (if applicable). Students can use their Career Ready VETiS Funding to enrol in the course. If VETiS funding has been utilised, please seek guidance from the contact person listed below.

Contact Information	
<b>Queries regarding course content</b> , contact GSHS Deputy Principal, Nathan Shonhan.	Email: <a href="mailto:nshon2@eq.edu.au">nshon2@eq.edu.au</a>
For more information, please contact the Head of Department (Vocational Education and Training Faculty), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

**Please Note:** The enrolment process requires all paperwork to go to GSHS from the base school, not individual students / families. GSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school.

**There are limited spaces available in this course. Entry is not guaranteed.**



# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Automotive Vocational Preparation - AUR20720 – CQ University Australia

<b>REGISTERED TRAINING ORGANISATION</b>	<b>CQ University Australia</b> <b>RTO Code: 40939</b>		
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Fascinated with all things mechanical? The Certificate II in Automotive Vocational Preparation is the first piece of the puzzle for you while at high school. This course is a Start TAFE now (STN) in schools course.

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

**QCE Credits** = Successful completion contributes a maximum potential of four (4) credits towards QCE.

**Program Length** = 1 year

**Pathways** = This course is a mechanical pathway that provides an introduction to the Automotive fields of heavy vehicles (diesel fitting), light vehicles and auto-electrical. Possible career outcomes could lead to a trades assistant, vehicle service assistant, automotive service assistant, trainee service person, automotive trainee.

Core Units	
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
Elective Competencies	
AURTTA127	Carry out basic vehicle servicing operations
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives

AURTTE104	Inspect and service engines
AURETR115	Inspect, test and service batteries
AURTTTC001	Inspect and service cooling systems

**There are limited spaces available in this course. Entry is not guaranteed.**

North Rockhampton State High School will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy, numeracy and digital assessments, called the bksb (Basic Key Skills Builder). The bksb will highlight any areas where you may require extra support.

The nationally recognised qualification (AUR20720 – Certificate II in Automotive Vocational Preparation) is offered by CQUniversity Australia, RTO 40939. CQUniversity is responsible for the course. CQUniversity will conduct training and assessment and will issue qualifications. North Rockhampton State High School will recruit on behalf of CQUniversity.

## Cost

Nil (if applicable). Students can use their Career Ready VETiS Funding to enrol in the course. If VETiS funding has been utilised, please seek guidance from the contact person listed below.

Contact Information	
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Engineering Pathways – MEM20422 – CQ University Australia

<b>REGISTERED TRAINING ORGANISATION</b>	<b>CQ University Australia</b> <b>RTO Code: 40939</b>		
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CQ University would like to help you engineer your career! With this course, you will obtain pre-employment training that may help you gain an apprenticeship or traineeship in the engineering industry, as well as assisting entry into the wider manufacturing industry.

This qualification equips you with the knowledge and skills which will enhance your prospects of employment in an engineering or related working environment. Successful completion of this course enhances your employment opportunities if you are seeking an apprenticeship in the engineering trade and will give you direct and indirect skills associated with apprenticeship trades relevant to the engineering industry. This qualification is designed to give you employability skills including communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management and hands-on skills relevant to the industry.

### QCE Credits

Successful completion of the Certificate II in Engineering Pathways contributes to a maximum of four (4) credits towards a student's QCE.

### Program Length

One year

### Cost

Nil (if applicable). Students can use their Career Ready VETiS Funding to enrol in this course. If VETiS funding has been utilised, please seek guidance from the person listed below.

Core Units	
MEM13015	Work safely and effectively in manufacturing and engineering
MSMENV272	Participate in environmentally sustainable work practices
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project

Elective Competencies	
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM18001	Use hand tools

MEM18002	Use power tools/ hand held operations
MEMPE003	Use oxy-acetylene and soldering equipment
MEMPE002	Use electric welding machines
MEMPE001	Use engineering workshop machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

**Please Note: There are limited spaces available in these courses. Entry is not guaranteed.**

North Rockhampton State High School will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy, numeracy and digital assessments, called the bksb (Basic Key Skills Builder). The bksb will highlight any areas where you may require extra support.

The nationally recognised qualification (MEM20422 – Certificate II in Engineering Pathways) is offered by CQUniversity Australia, RTO 40939. CQUniversity is responsible for the course. CQUniversity will conduct training and assessment and will issue qualifications. North Rockhampton State High School will recruit on behalf of CQUniversity.

#### Contact Information

For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner

Email: [bfech9@eq.edu.au](mailto:bfech9@eq.edu.au)

# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Electrotechnology (Career Start) – UEE22020 –CQ University Australia

<b>REGISTERED TRAINING ORGANISATION</b>	<b>CQ University Australia</b> RTO Code: 40939		
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Students can get the spark needed to start their career in the electrical trade. The Cert II in Electrotechnology (Career Start) offers training in the key areas of safety, basic skills and knowledge. The course is suited to high school students with no previous connection to the electrical industry who would like to gain foundation skills and knowledge for possible entry into an Electrical apprenticeship. The competencies studied will provide a grounding for work in any electrotechnology discipline. Including providing grounding in safety and basic skills and knowledge.

### QCE Credits

Successful completion of the Certificate II in Electrotechnology contributes a maximum of four (4) credits towards a student's QCE.

### Program Length

18 months

### Cost

Nil (if applicable). Students can use their Career Ready VETiS Funding to enrol in the course. If VETiS funding has been utilised, please seek guidance from the contact person listed below.

Core Units	
CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises

Elective Competencies	
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEEAS00001	Assemble electronic components
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEERE0001	Apply environmentally and sustainable procedures in the energy sector

**Please Note: There are limited spaces available in these courses. Entry is not guaranteed.**

Application involves a written expression of interest and latest Report Card alongside the Application Form.

Contact Information	
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

North Rockhampton State High School will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy, numeracy and digital assessments, called the bksb (Basic Key Skills Builder). The bksb will highlight any areas where you may require extra support.

The nationally recognised qualification (UEE22020 – Certificate II in Electrotechnology (Career Start)) is offered by CQUniversity Australia, RTO 40939. CQUniversity is responsible for the course. CQUniversity will conduct training and assessment and will issue qualifications. North Rockhampton State High School will recruit on behalf of CQUniversity.

# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Autonomous Technologies – 10935NAT – CQ University Australia

<b>REGISTERED TRAINING ORGANISATION</b>	<b>CQ University Australia</b> <b>RTO Code: 40939</b>		
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The Certificate II in Autonomous Technologies is a unique entry level qualification that introduces you to a variety of skills that can be utilised in different career opportunities in the emerging and expanding area of autonomous technologies. This course has been specifically designed to provide an entry-level pathway program for school-based students.

Successful completion of this course will prepare you to enter and work within the fields of autonomous environments or continue with further study in this area.

### QCE Credits

Successful completion of the Certificate II in Autonomous Technologies contributes to a maximum of four (4) credits towards a student's QCE.

### Program Length

18 months

### Cost

Nil (if applicable). Students can use their Career Ready VETiS Funding to enrol in this course. If VETiS funding has been utilised, please seek guidance from the person listed below.

Core Units	
ICTPRG302	Apply introductory programming techniques
MSMSUP390	Use structured problem-solving tools
MSMWHS200	Work safely
ICTTEN205	Build and maintain a secure network
VU22338	Configure and program a basic robotic system
NAT10935009	Conduct a basic autonomous technology project
NAT10935008	Use basic positioning technology
NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
NAT10935006	Configure autonomous embedded systems
NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits

NAT10935003	Design basic fluid power logic diagrams for autonomous systems
NAT10935002	Handle technical communication in autonomous environments
NAT10935001	Work effectively in autonomous environments
NAT10935005	Produce a documentation suite for autonomous systems.

### Elective Competencies

ICTNWK308	Determine and action network problems
MSMWHS201	Conduct hazard analysis

**Please Note: There are limited spaces available in these courses. Entry is not guaranteed.**

North Rockhampton State High School will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy, numeracy and digital assessments, called the bksb (Basic Key Skills Builder). The bksb will highlight any areas where you may require extra support.

The nationally recognised qualification (10935NAT - Certificate II in Autonomous Technologies) is offered by CQUniversity Australia, RTO 40939. CQUniversity is responsible for the course. CQUniversity will conduct training and assessment and will issue qualifications. North Rockhampton State High School will recruit on behalf of CQUniversity.

### Contact Information

For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>
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# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Salon Assistant – SHB20216 – CQ University Australia

<b>REGISTERED TRAINING ORGANISATION</b>	<b>CQ University Australia</b> <b>RTO Code: 40939</b>		
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If you have a creative streak, like to pamper people and have a dream of one day being a stylist, the Certificate II in Salon Assistant course could create a giant career for you.

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service.

### QCE Credits

Successful completion of the Certificate II in Salon Assistant contributes to a maximum of four (4) credits towards a student's QCE.

### Program Length

44 – 52 weeks (one year)

### Cost

Nil (if applicable). Students can use their Career Ready VETiS Funding to enrol in this course. If VETiS funding has been utilised, please seek guidance from the person listed below.

Core Units	
SHBXIND002	Communicate as part of a salon team
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXCCS003	Greet and prepare clients for salon services
SHBXCCS001	Conduct salon financial transactions
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBHDES001	Dry hair to shape
SHHBAS001	Provide shampoo and basin services
BSBWHS201	Contribute to health and safety of self and others

Elective Competencies	
SIRRINV001	Receive and handle retail stock
SHBHDES002	Braid hair
SHBHCLS001	Apply hair colour products
SHHBAS002	Provide head, neck and shoulder massages for relaxation

**Please Note: There are limited spaces available in these courses. Entry is not guaranteed.**

North Rockhampton State High School will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy, numeracy and digital assessments, called the bksb (Basic Key Skills Builder). The bksb will highlight any areas where you may require extra support.

The nationally recognised qualification (SHB20216 – Certificate II in Salon Assistant) is offered by CQUniversity Australia, RTO 40939. CQUniversity is responsible for the course. CQUniversity will conduct training and assessment and will issue qualifications. North Rockhampton State High School will recruit on behalf of CQUniversity.



Contact Information	
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

# Vocational Education and Training - VET

External course delivered one full day off campus

VET

## QUALIFICATION: Certificate II in Aircraft Line Maintenance – MEA20518 – Aviation Australia

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Aviation Australia</b> <b>RTO Code: 30770</b>		
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This school to work pathway allows school students to take the first step to a career within the aviation industry. The Cert II in Aircraft Line Maintenance provides the basic level knowledge and skills required to perform a range of specified maintenance tasks on aircraft on a flight line or at the departure gate.

This qualification can lead to future Aeroskills apprenticeships/traineeships and is also a pathway to achieving a Civil Aviation Safety Authority (CASA) Category A Aircraft Maintenance Engineer licence.

### QCE Credits

Successful completion of the Certificate II in Aircraft Line Maintenance contributes to a maximum of four (4) credits towards a student's QCE.

### Program Length



2 years

### Entry Requirements

Eligibility criteria applies – further information can be found by contacting the person below.

Contact Information	
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

## QUALIFICATION: Certificate II in Conservation & Ecosystem Management (aka Yadaba Nunthi) – AHC21024

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Tallebudgera Outdoor &amp; Environmental Education Centre</b> <b>RTO Code: 30685</b>		
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This qualification reflects the skills and knowledge required for work or further study in conservation and ecosystem management. Yadaba Nunthi ('Respect Country') is offered to students from within the Rockhampton state secondary schools cluster and is a gateway for students who are looking at future employment opportunities within Conservation, Horticulture and Agriculture industries.

The course is run one day per week at either Glenmore State High School or *on Country*. Students will engage with Elders from Darumbal, and learn about conservation practices.

Additional employability short courses included in the program:

- White Card Course (CPCCWHS1001 – Prepare to Work Safely in the Construction Industry)
- First Aid Certificate (HLTAID011 – Provide First Aid)
- CPR Certificate (HLTAID009 – Provide Cardiopulmonary Resuscitation)
- OPTIONAL – Queensland Working with Children Check (Blue Card – Volunteer Status)

### QCE Credits

Successful completion of the Certificate II in Conservation & Ecosystem Management contributes a maximum potential of four (4) credits towards a student's QCE.

### Program Length

1 year

Core Competencies	
AHCWHS201	Participate in work health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
Elective Competencies	
AHCFAU202	Recognise fauna
AHCOCM201	Maintain cultural sites
AHCOCM202	Observe and report plants or animals
AHCECR202	Maintain wildlife habitat refuges
AHCPMG201	Treat weeds
AHCPCM204	Recognise plants

AHCPGD207	Plant trees and shrubs
AHCLSC210	Install tree protection devices
TLID0020	Shift materials safely using manual handling methods
AHCMOM203	Operate basic machinery and equipment
FSKRDG009	Read and respond to routine standard operating procedures
AHCOCM301	Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
FSKLRG014	Manage strategies for career progression

## Entry Requirements

There are no prerequisites to gain entry in to this course, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test
- Students must be physically able to undertake practical placement.

## Course Delivery

Students participating in this course will be required to attend Glenmore State High School on the timetabled day and engage in the program. Training will be for one full day a week for the duration of one full school calendar year.

## Compulsory Uniform Requirements

- Students must supply their own, and wear, a pair of safety boots (steel cap boots).
- Students will be provided with a uniform shirt to wear.
- Students are required to wear long workwear pants.

## Cost

Nil. Students will use their Career Ready VETis Funding to enrol in the course. If VETis funding has been utilised, please seek guidance from the contact person listed below.

Contact Information	
Queries regarding course content, contact GSHS Deputy Principal, Nathan Shonhan.	Email: <a href="mailto:nshon2@eq.edu.au">nshon2@eq.edu.au</a>
For more information, please contact the Head of Department (Vocational Education and Training), Bronwyn Fechner.	Email: <a href="mailto:bfech9@eq.edu.au">bfech9@eq.edu.au</a>

**PLEASE NOTE:** The enrolment process requires all paperwork to go to GSHS from the base school, not individual students / families. GSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school.

**There are limited space available in this course. Entry is not guaranteed.**

# Version history

Version	Date of change	Update
1.2	May 2018	Addition of four General senior external examination subjects in Languages: Chinese, Indonesian, Korean and Vietnamese.
1.3	August 2018	Updated to reflect changes to syllabuses.
1.4	February/March 2019	Updated to include General senior external examination subjects (SEEs) in 12 non-language subjects and six interstate 'borrowed' language subjects. General review of wording, layout and sequencing. Re-ordering of subjects.
1.5	November 2019	Statement of results replaced with Senior Statement.
1.6	July 2020	Corrected an error in information for Ancient History General Senior Syllabus. Updated the naming convention for senior external examinations.
1.7	August 2020	Removal of the Visual Art SEE.
1.8	April 2023	Updated to reflect changes made to Applied syllabuses, the retirement of some SEE syllabuses and the development of Tamil SEE.