NAMBOUR
STATE COLLEGE

Senior subject handbook

Queensland Government

RTO Provider 30084

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LOCAL FOUNDATIONS; GLOBAL OPPORTUNITIES

NAMBOUR STATE COLLEGE

Contents

Introduction to senior studies

Students who elect to continue their studies through to Year 11 and 12 need to consider the following very carefully - their choice of subjects and the expectations of students in Year 11 and 12.

Choice of subjects

When selecting subjects for Year 11 you should ask yourself the following questions:

- What subjects do I enjoy?
- What subjects did I do well in Year 10?
- What subjects do my teachers recommend for me?
- Do I want to obtain an ATAR (the Australian Tertiary Admission Rank)?
- Are there particular subjects needed for entry to a tertiary course in which I am interested?
- Have I spoken to the Guidance Officer to discuss any matters I am unsure of for career guidance?
- Have I discussed subject selection with my parents / carers?
- Do I know how many general subjects are needed to obtain an ATAR?

Expectations of students at senior level

Many students find it difficult to make the transition from Year 10 to Year 11, and are often disappointed that they do not achieve as well as they did previously. Some of the reasons for this might include:

- Year 11 work is more complex and demanding, requiring greater application to your studies than required for success in Year 10.
- More research and assignment work are included in Year 11 work programs.
- Assessment in Year 11 increases in complexity.

In order to maximise their potential in Year 11, students need to:

- Select subjects, which are suited to their needs and abilities.
- Be cautious with their initial selection, as it is not easy to change subjects later for a variety of reasons.
- Draw up a study plan to ensure that all tasks are completed on time.
- Ensure that there is a proper balance between school, social and work commitments.
- Seek advice from teachers or other school staff if they are experiencing difficulties.
- Have a clear goal to achieve at the completion of Year 12.
- Allocate two to three hours of study per night if choosing an ATAR pathway.

Key staff

Role	Name
College Principal	Mr Anthony Green
Senior Campus Principal	Ms Michele Kirkland
Deputy Principal Inclusion	Ms Ainslie Walsh
Deputy Principal Senior	Ms Julie Weber
Deputy Principal	Mr Stephen McHugh
Deputy Principal	Ms Renee Rackley
Head of Department - English	Mrs Deb Ackerman
Head of Department - Mathematics	Dr Amanda Strachan
Head of Department - Science	Mrs Liz Kapiotas
Head of Department - Health and Physical Education	Ms Jemma Bulmer
Head of Department - Agriculture/Industrial Technology and Design (INTAD)	Ms Carly Knight
Head of Department - The Arts	Mrs Elizabeth Clout
Head of Department - Vocational Education & Training and Digital Technologies	Mr Craig Boardman
Head of Department - Global Engagement	Mrs Laurina Chandler
Head of Department - Senior Secondary	Ms Sarah Daniels
Head of Department - Student Services	Ms Kelli Swan
Head of Department - Inclusion	Ms Heidi Kasteel

Subject selection processes

Term 3:
Subject information presentations

Heads of Department present subject and pathway information for senior subjects to students during school.

SET Plan interview and subject selection
Year 10 students attend a Senior Education and Training (SET) Plan interview with a staff member to formalise the SET Plan including Year 11 subject selection.

Timetable created
Data from the subject selection is used to create the final timetable based on student selections and available resources.

Subjects will only run if a sufficient number of students select the subject and the relevant resources are available.

Prerequisites – it is highly recommended that students achieve the shown recommended prerequisites for each general subject to ensure that they have the required knowledge and skills to enable success in the subject.

References

Publications that can assist with subject selection include:

- Tertiary Institutions, websites, handbooks and course guides.
- Queensland Curriculum and Assessment Authority – Senior Secondary section at www.qcaa.qld.edu.au
- QTAC Guide www.qtac.edu.au
- Brochures describing various jobs.
- Information on scholarships, assessing financial support etc. Please note copies are also available from the Guidance Office

To the student – guidelines for selecting subjects

When considering your subjects, you should be aware of your abilities and your willingness to work, as well as your interests and your career goals. It makes sense to continue with the subjects you enjoy – Year 11 is challenging enough without having to study a subject you dislike. At the same time, be aware of the employment implications of your choice and try to ensure a balance to give you a sound, rounded education to prepare you for a future, which might be full of changes.

Your Year 10 results are actually good indicators of the subjects you should consider for Years 11 and 12. Your interests, abilities and willingness to work will be evidenced in these results. Your teachers and Heads of Department can also provide advice.

Many tertiary courses insist on sound achievement or higher in pre-requisite senior subjects, and if you have a particular tertiary course in mind you should ensure its prerequisites are among your choices. In general, the more technological and scientific career courses require Year 12 maths and science. If you are undecided on a career course, it is important to keep as many options open as possible.

If you are not considering tertiary studies, you still need to consider the type of job skills you should be developing at school to prepare yourself for the job market. Many of our school subjects have been prepared specifically to develop vocational skills.

You should make it your business to find out what each subject entails. Do not rely on what you "think" about a subject or what a friend tells you - read about it, and if you still do not understand, ask your teacher or the relevant Head of Department. Choose your subjects to meet YOUR needs, and not simply those which a friend has chosen.

Remember, it is your future, it is up to you to decide your own pathway.

Queensland Certificate of Education

Planning for learning in Years 11 and 12

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future.

Schools work with Year 10 students and their families to help them plan their education, training and career goals and map their pathway to a Queensland Certificate of Education (QCE).

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success.

The QCE allows students to design a pathway that's right for them — whether their goals after Year 10 are to:

- study at university
- find skilled work
- attend TAFE or other training.

Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority (QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements:

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Literacy & numeracy

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


Subjects and courses

A wide range of subjects and courses can contribute credits to a QCE.

Most students will study six subjects/courses in Years 11 and 12. Many choose to include VET courses as part of their QCE pathway and some choose to extend their learning with university subjects or other recognised courses.

The flexibility of the QCE means that students can choose a pathway to suit their goals.

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

QCAA General subjects — Core category of learning

General subjects prepare students for tertiary study, further education and training and work. They contribute **up to four credits per subject** to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension.

QCAA Applied subjects — Core category of learning

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute **up to four credits per subject** to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

QCAA Short Courses — Preparatory or Complementary category of learning, depending on course

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute **one credit to a QCE**, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

Vocational education and training (VET) — Core, Preparatory or Complementary category of learning, depending on course

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation.

VET can also lead to further education and training and may contribute **up to eight credits per course** to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

Other courses — Core, Preparatory or Complementary category of learning, depending on course

Other courses allow students to study a particular area of interest, through recognised certificates and awards, or university subjects studied while at school. QCE credit and ATAR eligibility will vary, depending on the course. Non-Queensland studies such as the International Baccalaureate or courses completed interstate are also included in this category.

What can I study?

The QCE lets you choose from a wide range of subjects and courses. There are three categories of learning — Core, Preparatory and Complementary — and some subjects and courses are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility. You can find a link to the list of 97 QCAA subjects on the myQCE website.

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

Plan your pathway

For students completing Year 12 from 2020

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

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For all Queensland schools

Senior Education Profile

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

- statement of results
- 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.

Statement of results

Students are issued with a statement of results in the December following the completion of a Queensland Curriculum and Assessment Authority (QCAA) developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

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 four types of senior subject syllabuses — General, Applied, senior external examinations and short courses. Results in general and applied 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.

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

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.

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 subjects include Extension subjects.

Applied 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.

Senior external examination

The senior external examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short courses

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 aligns 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 https://www.education.gov.au/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 are required of students 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.

General syllabuses and short courses

In addition to literacy and numeracy, general syllabuses and short courses 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 and communication technologies (ICT) skills.

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

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) eligibility

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

- best five 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 Sound 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.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

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.

Extension syllabuses course overview

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

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

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

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. QCAA assessors externally confirm students' results in these assessments. 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 per cent; for mathematics and science subjects it is 50 per cent.

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; and
- 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.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrices

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — common internal assessment

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 senior subject 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.

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school

- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

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

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

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

QCAA senior syllabuses being offered in 2026 at Nambour State College

Mathematics	**General** • General Mathematics • Mathematical Methods • Specialist Mathematics	**Applied** • Essential Mathematics
English	**General** • English • Literature • Extension English (year 12 only)	**Applied** • Essential English
Humanities	**General** • Ancient History • Business • Geography • Legal Studies • Modern History	**Applied** • Tourism
Technologies	**General** • Design	**Applied** • Industrial Technology Skills • Information and Communication Technology
Health and Physical Education	**General**	**Applied** • Sport and Recreation • Early Childhood Studies
Science	**General** • Biology • Chemistry • Physics • Psychology • Agricultural Science	**Applied** • Agricultural Practices • Aquatic Practices
Languages	**General** • Japanese	-
• The Arts •	**General** • Dance • Film, Television and New Media • Music • Visual Art	**Applied** • Drama in Practice
VET	• CPC20220 Certificate II Construction Pathways* • MEM20422 Certificate II Engineering Pathways* • MSF20522 Certificate II Furniture Making Pathways • SIT20322 Certificate II Hospitality	• BSB30120 Certificate III Business & SIT20122 Certificate II Tourism • CUA30120 Certificate III Dance • SIS30321 Certificate III Fitness • CUA30920 Certificate III Music • CUA31120 Certificate III Visual Arts **These subjects may use GOV'T funding*

General Mathematics

General senior subject

Recommended prerequisite: General Math, Mathematical Methods, Year 10 (minimum grade of C)

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

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task	

Summative internal assessment 2 (IA2): 15% • Examination — short response	Summative internal assessment 3 (IA3): 15% • Examination — short response
Summative external assessment (EA): 50% Examination combination response	

Mathematical Methods

General senior subject

Recommended prerequisite: Mathematical Methods Year 10 (minimum grade of B/ C with teacher recommendation)

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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

Unit 3	Unit 4

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

Specialist Mathematics

General senior subject

Recommended prerequisite: Mathematical Methods Year 10 (minimum grade of B/ C with teacher recommendation)

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

Assessment

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

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

Summative assessments

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

Essential Mathematics

Applied senior subject

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

English

General senior subject

Recommended prerequisite: English (minimum grade of C)

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 and assessment

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

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

Literature

General senior subject

Recommended prerequisite: English (minimum grade of C)

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

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

English and Literature Extension

General senior subject

Recommended prerequisite: English (minimum grade of C

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of
fields, and can lead to a range of careers in areas where understanding social, cultural
and textual influences on ways of viewing
the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides
a good introduction to the academic
disciplines and fields of study that involve
the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading • Readings and defences Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper Theorised exploration of texts

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% • Reading and defence	Summative internal assessment 3 (IA3): 35% • Academic research paper
Summative internal assessment 2 (IA2): 20% • Defence of a complex transformation	Summative external assessment (EA): 25% • Examination — extended response

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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Assessment

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

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

Summative assessments

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

Ancient History

General senior subject

Recommended prerequisite: English (minimum grade of C)

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the ancient world** A selection of two of the following historical periods: • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, power and authority** Schools choose one study of power from: 1.Ancient Egypt — New kingdom imperialism 2.Ancient Greece — the Persian Wars 3.Ancient Greece — the Peloponnesian War 4.Ancient Rome — the Punic Wars 5.Ancient Rome — civil war and the breakdown of the Republic 6.Ancient Rome – the Augustan Age 7.Ancient Rome – Imperial Rome until thee fall of the Western Rome Empire 8.Ancient Rome – the Byzantine Empire QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

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

Business

General senior subject

Recommended prerequisite: English (minimum grade of C)

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

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 environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas.	**Business growth** • Establishment of a business • Entering markets.	**Business diversification** • Competitive markets • Strategic development.	**Business evolution** • Repositioning a business • Transformation of a business.

Assessment

Assessments in Units 1 and 2 include two summative examinations (combination responses), a business investigation report and a feasibility report.

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% • Examination — combination response	Summative internal assessment 3 (IA3): 25% • Extended response — feasibility report
Summative internal assessment 2 (IA2): 25% • Investigation — business report	Summative external assessment (EA): 25% • Examination — combination response

Geography

General senior subject

Subject fee: (additional camp cost in year 12)

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

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

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

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies

General senior subject

Recommended prerequisite: English (minimum grade of C)

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing.	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care.	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society.	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts.

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

Recommended prerequisite: English (minimum grade of C)

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

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2
Ideas in the modern world Selection of two of the following topics: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)	• **Movements in the modern world** Selection of two of the following topics: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)

• 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.	• Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.
Unit 3	**Unit 4**
National experiences in the modern world Selection of two of the following topics: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the modern world** One of the following topics will be studied in this unit: • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982.

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

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Tourism

Applied senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics
• Tourism as an industry • The travel experience • Sustainable tourism.	• Technology and tourism • Forms of tourism • Tourist destinations and attractions • Tourism marketing • Types of tourism • Tourism client groups.

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Assessment

For tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

• one project • one examination • no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages • max (or equivalent) • presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 - pages max (or equivalent) • presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 - pages max (or equivalent) - presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item.

Design

General senior subject

Recommended prerequisite: English (minimum grade of C), Design (minimum grade of C)

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Industrial Technology Skills

Applied senior subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structure.
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical.
	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping.
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining.
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing

		• Upholstery.
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting.
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication.

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item.

Information and Communication Technology

Applied senior subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information and Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics

- Layout and Publishing
- Robotics
- App Development
- Web Development.

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Assessment

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Sport and Recreation

Applied senior subject

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

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

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

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

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

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

Pathways

A course of study in Sport and 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 will:

- 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

(Continued over)

Sport and Recreation (continued)

Applied senior subject

Structure

The Sport and Recreation course is designed around four unit options selected from the QCAA syllabus.

Year 11 - Units 1 and 2	Year 12 - Units 3 and 4
• Unit Option E - Community Recreation • Unit Option D - Coaching and Officiating	• Unit Option H - Fitness for Sport and Recreation • Unit Option F - Emerging Trends in sport, fitness and recreation.

Assessment

For Sport and Recreation, assessment from Units 3 and 4 is used to determine the student's exit result. Each unit includes two assessment tasks, one performance and one project.

Project	Performance
Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context
Investigation and session plan One of the following: • Multimodal (up to 3 minutes of 6 A4 pages or equivalent digital media) • Spoken (up to 3 minutes) • Written (up to 500 words) **Performance** Performance up to 4 minutes	**Performance** Performance up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (up to 3 minutes of 6 A4 pages or equivalent digital media) • Spoken (up to 3 minutes) • Written (up to 500 words)

Early Childhood Studies

Applied senior subject

Recommended prerequisite: English/Literature/Essential English (minimum grade of C)

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

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 will:

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around four topics.

Core topics
• Children's wellbeing
• Play and creativity
• Literacy and numeracy
• The early childhood education and care sector

Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects
- two investigations.

Project	Investigation
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • performance: continuous class time • product: continuous class time.	• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Biology

General senior subject

Subject fee: Extra fee for camp in term 4

Recommended prerequisite: English (minimum grade of C), Biology (minimum grade of C)

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

Recommended prerequisite: English (minimum grade of C), Chemistry (minimum grade of C)

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change.	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions.	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction.	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design.

Assessment

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

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

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

Physics

General senior subject

Recommended prerequisite: English (minimum grade of C), Physics (minimum grade of C)

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits.	**Linear motion and waves** • Linear motion and force • Waves.	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism.	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model.

Assessment

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

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

Summative assessments

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

Psychology

General senior subject

Recommended prerequisite: English (minimum grade of C), Science (minimum grade of C)

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain - Cognitive - Development - Human consciousness and sleep.	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation.	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning.	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural.

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).

Unit 3	Unit 4
SIA1: Data Test: 10%	1A3: Research Investigation: 20%
IA2: Student Experiment: 20%	
EA: External Assessment (Examination) 50%	

Agricultural Science

General senior subject

Recommended prerequisite: English (minimum grade of C), Agricultural Science (minimum grade of C)

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A.	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation.	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B.	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability.

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% • Data test	Summative internal assessment 3 (IA3): 20% • Research investigation
Summative internal assessment 2 (IA2): 20% • Student experiment	
Summative external assessment (EA): 50% • Examination	

Agricultural Practices

Applied senior subject

Recommended prerequisite: English (minimum grade of C), Agricultural Science (minimum grade of C)

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

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

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effect.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<tr><th colspan="2">Core topics</th><th colspan="2">Elective topics</th></tr>
<tr><td colspan="2" rowspan="2">• Rules, regulations and recommendations
• Equipment maintenance and operation
• Management practices
• An area of study:
- Animal industries
- Plant industries
- Animal industries and plant industries.</td><td colspan="2">• Operating machinery.</td></tr>
<tr><td>Animal studies</td><td>Plant studies</td></tr>
<tr><td colspan="2"></td><td>• Infrastructure
• Production
• Agribusiness.</td><td>• Infrastructure
• Production
• Agribusiness.</td></tr>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Module 1</td><td>Module 2</td><td>Module 3</td><td>Module 4</td></tr>
<tr><td>Animal husbandry
• Unit 1 - Land based animal production.</td><td>Plant production
• Unit 2 - Land based plant production.</td><td>Animal identification and health
• Unit 3 - Animal Agribusiness.</td><td>Plants for livestock production
• Unit 4 - Plant Agribusiness.</td></tr>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

Formative assessments

<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td rowspan="2">Formative internal assessment 1: 50%
• Project –preparing and showing a dairy heifer</td><td>Formative internal assessment 2: 35%
• Collection of work- propagating herbs</td></tr>
<tr><td>Formative assessment 3: 15%
• Examination – plant growth</td></tr>
</table>

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Summative assessments

Unit 3	Unit 4
Summative internal assessment 1: 25% • Examination – cattle health and welfare	Summative internal assessment 3: 25% • Project – pasture production
Summative internal assessment 2: 25% • Investigation — dairy herd health analysis	Summative internal assessment 4: 25% • Examination — plants and soils

Aquatic Practices

Applied senior subject

The subject Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. Australia's seas and inland waterways have always played a critical role in supporting human habitation and culture, from pre-colonisation to the present day. Through a study of Aquatic Practices, students will gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and 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 and related fields and activities.

Teaching and learning in Aquatic Practices focuses on aquatic concepts and ideas, and practical application of knowledge, understanding and skills in real-world or lifelike aquatic contexts. Through this approach, students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning in this subject links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

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 will:

- explain and describe concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts.
- analyse information, situations and relationships in aquatic contexts.
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic context.

Structure

The course of study involves the study of four of these areas.

Topics
• A – Aquatic Environments
• B – Coastlines and Navigation
• C – Recreation and Commercial Fishing
• D – Aquariums and Aquaculture
• E – Using Aquatic Environments
• F – Marine Vessels

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Aquatic Practices (continued)

Applied senior subject

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result and consists of two types of instruments developed for each Unit:

- Practical Project
- Applied Investigation

	Practical Project	Applied Investigation
Description	Students use practical skills to complete a project in response to a scenario.	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
Response Requirement	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Dance

General senior subject

Recommended prerequisite: English (minimum grade of C), Dance (minimum grade of C)

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? Genres: - Contemporary - at least one other genre Subject matter: - meaning, purpose and context - historical and cultural origins of focus genres.	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? Genres: - Contemporary - at least one other genre Subject matter: - physical dance - - environments including site-specific dance - virtual dance environments.	**Moving statements** How is dance used to communicate viewpoints? Genres: - Contemporary - at least one other genre Subject matter: - social, political and cultural influences on dance.	**Moving my way** How does dance communicate meaning for me? Genres: - fusion of movement styles Subject matter: - developing a personal movement style - personal viewpoints and influences on genre.

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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).

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

Film, Television and New Media

General senior subject

Recommended prerequisite: English (minimum grade of C), Film Television and New Media (minimum grade of C)

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

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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).

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

Music

General senior subject

Recommended prerequisite: English (minimum grade of C), Music (minimum grade of C)

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

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

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

Pathways

A course of study in music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Visual Art

General senior subject

Recommended prerequisite: English (minimum grade of C), Visual Art (minimum grade of C)

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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Assessment

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

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

Summative assessments

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

Drama in Practice

Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students 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.

Pathways

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

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

The Drama in Practice course is designed around core and elective topics.

Core topics	Elective topics
• Dramatic principles • Dramatic practices.	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre.

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Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • performance onstage (stage acting) - 2–4 minutes: individual - 1½–3 minutes: group • performance onstage (screen acting) - 2–3 minutes: individual - 1½–2 ½ minutes: group • performance offstage (directing, designing) - 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions.	• acting performance (stage) - 3–5 minutes: individual - 2–4 minutes: group • acting performance (screen) -2½–3½ minutes: individual - 2–3 minutes: group • directing performance - 5–7 minutes: individual (excluding actors delivering text).	• variable conditions.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

CPC20220 Certificate II in Construction Pathways

VET Certificate courses

RTO – Blue Dog Training (VETiS funded)

RTO Number – 31193

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The qualification, CPC20220 Certificate II in Construction Pathways provides a pathway to the primary trades in the construction industry with the exception of plumbing. This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.It is delivered under the VETiS banner. This is a two year course and entry will have to be negotiated with the school and Blue Dog Training. Students who are eligible for funding and are undertaking their first funded qualification under the VET investment budget will be fully funded and will not incur costs. Students and parents need to be aware that they are undertaking subsidised training within the VETiS program and will not be eligible for further VETiS funding once they have completed a qualification targeted through the VETiS program.
Entry requirements:	There are no entry requirements for this qualification. The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.
Qualification packaging rules:	Total units = 10
Core and electives: **Competencies covered:**	
CPCCWHS1001 #	Prepare to work safely in the construction industry
CPCCCM2004 *	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011 *	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002	Use wall and floor tiling tools and equipment
	* Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk. # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge

Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Direct verbal or written questioning checklist.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. In situations where a school student is not eligible for funding, under the DTET funding arrangements, fee for service arrangements are available for students through Blue Dog Training.
Further information:	Please contact Carly Knight

MEM20422 Certificate II Engineering Pathways

VET Certificate courses

RTO – Blue Dog Training (VETiS Funded)

RTO Number – 31193

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The Certificate II in Engineering Pathways MEM20422 is based on units of competency selected from the MEM Manufacturing and Engineering Training Package. This subject is the MEM20422 Certificate II in Engineering Pathways course. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. It is delivered under the VETiS banner. This is a two year course and entry will have to be negotiated with the school and Blue Dog Training. Students who are eligible for funding and are undertaking their **first** funded qualification under the VET investment budget will be fully funded and will not incur costs. Students and parents need to be aware that they are undertaking subsidised training within the VETiS program and will not be eligible for further VETiS funding once they have completed a qualification targeted through the VETiS program..
Entry requirements:	There are no entry requirements for this qualification. The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together.
Qualification packaging rules:	Total units = 12 (4 core units + 8 elective units from the list below).
Core and electives: **Competencies covered:**	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM16008 *	Interact with computing technology
MEM18001 *	Use hand tools
MEM18002 *	Use power tools/hand held operations
MEMPE002	Use electric welding machines
MEM16006 *	Organise and communicate information
MEMPE007	Pull apart and reassemble engineering mechanisms
MEM11011*	Undertake manual handling
MEMPE001	Use engineering workshop machines *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement.

Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. In situations where a school student is not eligible for funding, under the DTET funding arrangements, fee for service arrangements are available for students through Blue Dog Training.
Further information:	Please contact Carly Knight

MSF20522 Certificate II Furniture Making Pathways

VET Certificate courses

RTO - Nambour State College
RTO Number – 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The Certificate II in Furniture Making Pathways MSF20522 is based on units of competency selected from the MSF Furnishing Training Package.
Entry requirements:	There are no entry requirements for this qualification. Special requirements - Protective clothing, e.g. workshop apron (optional but recommended), foot protection, i.e. shoes with leather or vinyl uppers are required, hair restraint, i.e. head band/tie back/net. PPE (Personal Protective Equipment) is provided by the school but you may choose to provide your own. Please note: Welding requires special clothing considerations. Easily combustible clothing e.g. nylon/polyester must not be worn.
Qualification packaging rules:	Total units = 12 (5 core units + 7 elective units from the list below).
Core and electives: **Competencies covered:**	
MSMENV272	Participate in environmentally sustainable work practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFP2020	Undertake a basic furniture making project
MSFGN2001	Make measurements and calculations
MSFFP2017	Develop a career plan for the furnishing industry
MSMSUP106	Work in a team
MSFFP2011	Use timber furnishing construction techniques
MSFFP2012	Join furnishing materials
MSFFP2014	Use basic finishing techniques on timber surfaces
MSFGN2004	Produce simple scale drawings by hand
MSFFM2019	Assemble furnishing components
MSFFM2013	Use furniture making hand and power tools
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Carly Knight

SIT20322 Certificate II Hospitality

VET Certificate courses

RTO – Nambour State College
RTO Number – 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The SIT20322 is based on units of competency selected from the SIT Tourism, Travel and Hospitality training package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 12 (6 core units + 6 elective units from the list below).
Core and electives: **Competencies covered:**	
SITXCOM007	Show Social and Cultural Sensitivity
SITXWHS005	Participate in safe work practices
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXFSA005	Use hygienic practices for food safety
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITXFIN007	Process financial transactions
SITHFAB021	Provide responsible service of alcohol
SITHFAB027	Serve food and beverage
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement • External training provider for Responsible Service of Alcohol.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies • Reports from workplace supervisor and logbook.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Craig Boardman, Head of Department Vocational Education and Training and Applied Technologies. cboar13@eq.edu.au

CUA30120 Certificate III Dance

VET Certificate courses

RTO - Nambour State College
RTO Number – 30084

The successful completion of this course gives students (8) points towards QCE.

Qualification description:	The CUA30120 - Certificate III in Dance is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	An audition or other form of evidence where the candidate demonstrates competence in at least one dance style at Certificate II level.
Qualification packaging rules:	Total units = 13 (6 core units + 7 elective units from the list below).
Core and electives: **Competencies covered:**	
CUACHR311 **CUADAN331** **CUAIND311** **CUAPRF317** **CUAWHS311** **CUADAN315** **CUADAN318** **CUADAN319** **CUACIR301** **CUADLT311** **CUACOS304** **CUAMUP311** **CUADAN212**	Develop basic dance composition skills Integrate rhythm into movement activities Work effectively in the creative arts industry Develop performance techniques Condition the body for dance performance Increase depth of jazz dance technique Increase depth of contemporary dance technique Increase depth of street dance technique Perform basic on-ground acrobatic techniques Develop basic dance analysis skills Develop and apply knowledge of costume Prepare personal appearance for performances Incorporate artistic expression into basic dance performances
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways:	A course of study in Certificate III in Dance can establish a basis for further education and employment in the fields Dance and broader Arts industries. Fields that students may pursue from this course are assistant dance teacher 5 – 10 year olds, ensemble dancer, trainee dancer, choreographer, commercial performer (concert back up dancer, film clip, movie, television advertisements, preparation for tertiary dance studies (bachelor, honours, PHD), rehearsal director, creative director, dance education director of companies, cruise ship dancer (combined with Certificate II in Tourism) or dancer's psychologist, dance specific physiotherapist and/or dietician (combined with a Certificate II in Health). This course can also be a stepping stone into a Certificate IV or Diploma of Dance or Dance Teaching.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Liz Clout, Head of Department The Arts eclou6@eq.edu.au

SIS30321 Certificate III Fitness

VET Certificate courses

RTO – Binnacle Training
RTO Number – 31319

The successful completion of this course gives students (8) points towards QCE.

Qualification description:	SIS30321 Certificate Ill in Fitness is delivered by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Graduates will be competent in a range of skills essential for working in the fitness industry including: undertaking client health assessments, planning and delivering fitness programs, delivering one on one and group fitness programs and conducting group fitness sessions in indoor and outdoor fitness settings.
Entry requirements:	At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). 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.
Qualification packaging rules:	Total units= 15
Core and electives: **Competencies covered:**	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
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
Learning experiences:	• Client screening and health assessments • Planning and instructing fitness programs • Fitness industry, safety and the law • Delivering one on one and group fitness programs • Exercise science and nutrition • Anatomy and physiology • Facilitating programs within the school community
Assessment:	• Planning and conducting fitness programs • Completing fitness-related documents • Personal reflections and quizzes • Knowledge and knowledge extension activities • Case studies
Pathways:	The Certificate Ill in Fitness will predominantly be used by students to enter the fitness industry, for example, as a group exercise instructor or gym fitness

	instructor. Students may also choose to continue their study by completing a Certificate IV in Fitness or Diploma of Sport at another RTO or a related university degree with a view towards Sports Science or teaching Physical Education.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Jemma Bulmer, Head of Department Health, Physical Education and Sport at jbulm17@eq.edu.au.
IMPORTANT - Program Disclosure Statement (PDS)	This subject outline is to be read in conjunction with Binnacle Training's Program Program Disclosure Statement Disclosure Statement (PDS). The PDS sets out the services and training products (PDS) 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 www.binnacletraining.com.au/rto and select 'RTO files'.

CUA30920 Certificate III Music

VET Certificate courses

RTO – Nambour State College
RTO Number – 30084

The successful completion of this course gives students (7) points towards QCE.

Qualification description:	The CUA30920 - Certificate III in Music is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	An audition is required if students is not studying Music in Year 10. It is recommended that students are able to play at least one instrument.
Qualification packaging rules:	Total units = 11 (4 core units + 7 elective units from the list below).
Core and electives: **Competencies covered:**	
CUAIND314	Plan a career in the creative arts industry
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAMPF212	Incorporate music technology into performances
CUAMCP211	Incorporate technology into music making
CUAMCP311	Create simple musical compositions
CUAMPF311	Develop technical skills for musical performances
CUAMPF412	Develop and apply stagecraft skills
CUAMPF414	Perform music as part of a group
CUAMPF416	Perform music as a soloist
CUASTA212	Assist with bump in and bump out of shows
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways:	A course of study in Certificate III in Music reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and theoretical knowledge.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Liz Clout, Head of Department The Arts eclou6@eq.edu.au

CUA31120 Certificate III Visual Arts

VET Certificate courses

RTO – Nambour State College
RTO Number – 30084

Qualification description:	The CUA31120 - Certificate III in Visual Arts is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 12 (4 core units + 8 elective units from the list below).
Core and electives: **Competencies covered:**	
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
CUADRA311	Produce drawings
CUAACD201	Develop drawing skills to communicate ideas
CUADES301	Explore the use of colour
CUAPPR202	Participate in planning process for proposed artwork sites
CUAPAI311	Produce paintings
CUAPRI211	Develop printmaking skills
CUAPRI312	Produce prints
CUACER311	Produce ceramic works
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways:	A course of study in Certificate III in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. Students may also use the Certificate III as a stepping stone into a Certificate IV or Diploma in Visual Arts, or specialisation, such as Ceramics, Photography, Digital Imaging or Aboriginal and Torres Strait Islander Cultural and Visual Art.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Liz Clout, Head of Department The Arts eclou6@eq.edu.au

BSB30120 Certificate III in Business / SIT20122 Certificate II in Tourism

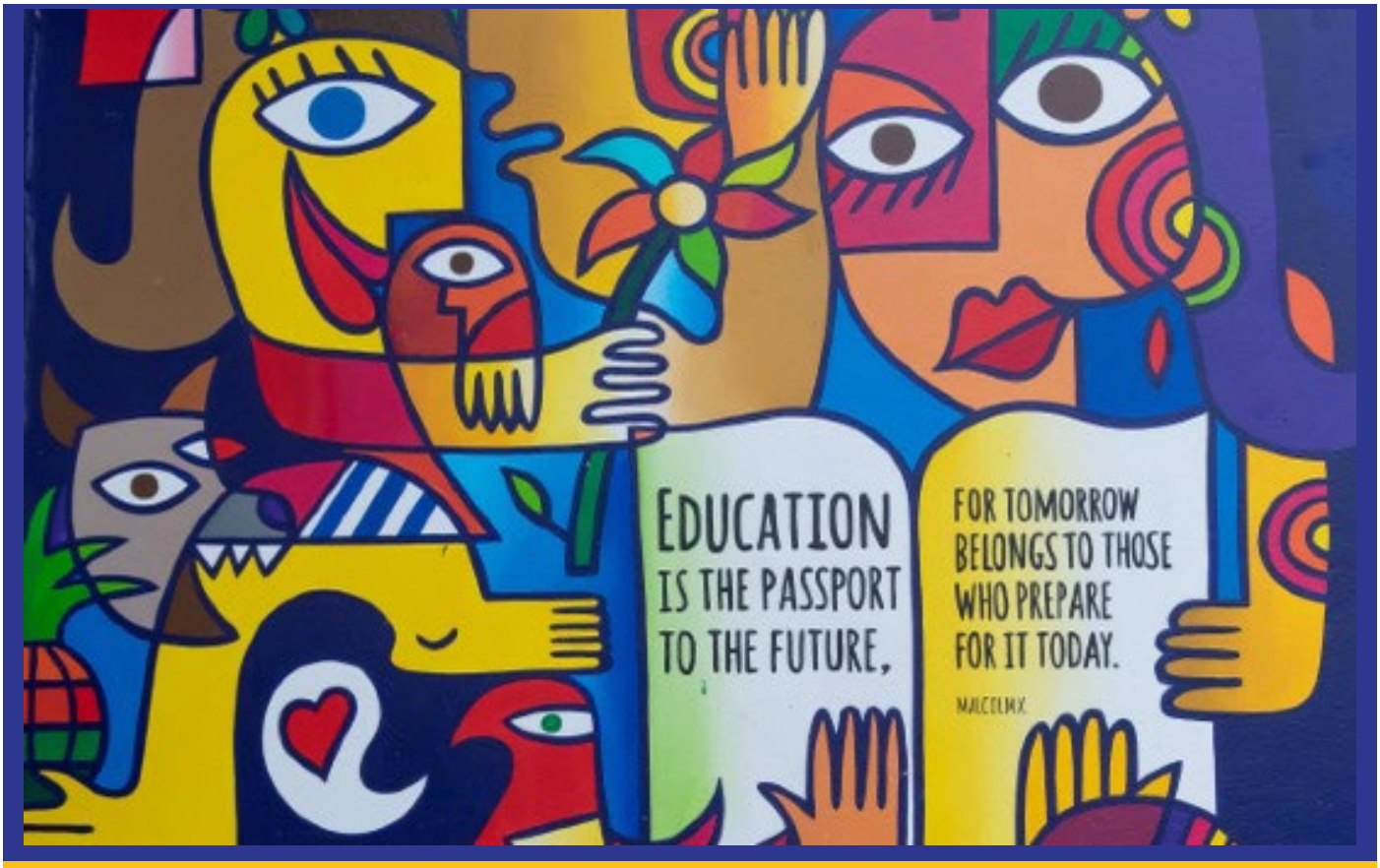
VET Certificate courses

RTO – Binnacle Training
RTO Number – 31319

The successful completion of this course gives students (10) points towards QCE.

Qualification description:	BSB30120 Certificate III in Business / SIT20122 Certificate II in Tourism is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Graduates will be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.
Entry requirements:	At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI).
Qualification packaging rules:	Total units = Dual Qualification - 22 Units
Core and electives: **Competencies covered:**	
SITTIND003	Source and use information on the tourism and travel industry
BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events
BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information
BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications
BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance
BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices
BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity
BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers
BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information
BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary
BSBOPS304	Deliver and monitor a service to customers
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement A Language, Literacy & 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.
Assessment:	Program delivery will combine both class-based tasks and practical components in a real business/tourism environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include: • Practical tasks

	• Hands-on activities involving customer service • Group projects • e-Learning projects • Evidence contributing towards competency will be collected throughout the course.
Pathways:	The Certificate III in Business/Tourism will predominantly be used by students seeking to enter the Business Services industries. For example: Administration Officer, Customer Service Assistant, Duty Manager and Tourism Operator. Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor of Business, or similar, at a University.
Fees (additional to SRS charges):	To be advised
Further information:	Please contact Laurina Chandler, Head of Department Global Engagement lchan91@eq.edu.au
IMPORTANT **Program Disclosure Statement (PDS)**	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 www.binnacletraining.com.au/rto and select 'RTO Files'.



School term dates for 2026

Term 1: Tuesday 27 January to Thursday 2 April—10 weeks.

Term 2: Monday 20 April to Friday 26 June—10 weeks.

Term 3: Monday 13 July to Friday 18 September—10 weeks.

Term 4: Tuesday 6 October to Friday 11 December—10 weeks.

2026 Public holidays/Student free day

Term 1: Thursday 22 January to Friday 23 January—2 days

Term 2: Thursday 16 April to Friday 17 April—2 days

Term 3: Friday 4 September—1 day

NAMBOUR
STATE COLLEGE

This brochure was correct at the time of publishing but is subject to change. (Updated 22 July 25