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Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school’s curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools’ contexts, resources, students’ pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Key staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Principal</td>
<td>Mr Anthony Green</td>
</tr>
<tr>
<td>Senior Campus Principal</td>
<td>Mr Sean Maher</td>
</tr>
<tr>
<td>Deputy Principal Senior Secondary</td>
<td>Mr Jeff Tennant</td>
</tr>
<tr>
<td>Head of Department - English</td>
<td>Mrs Deb Ackerman</td>
</tr>
<tr>
<td>Head of Department - Mathematics</td>
<td>Mr Steve McHugh</td>
</tr>
<tr>
<td>Head of Department - Science</td>
<td>Mrs Liz Kapiotas</td>
</tr>
<tr>
<td>Head of Department - Health and Physical Education</td>
<td>Mr Greg Naughtin</td>
</tr>
<tr>
<td>Head of Department – Agriculture/INTAD</td>
<td>Mr Sheldon Free</td>
</tr>
<tr>
<td>Head of Department – The Arts/Home Economics</td>
<td>Mrs Elizabeth Clout</td>
</tr>
<tr>
<td>Head of Department – Global Engagement</td>
<td>Mrs Laurina Chandler</td>
</tr>
<tr>
<td>Head of Department – eLearning</td>
<td>Mr Mark Piper</td>
</tr>
<tr>
<td>Head of Department – Teaching &amp; Learning/Junior Secondary</td>
<td>Mrs Jody Zigliotto</td>
</tr>
<tr>
<td>Head of Department – Senior Secondary</td>
<td>Mrs Angela Hix</td>
</tr>
<tr>
<td>Head of Department – Positive Schooling</td>
<td>Mrs Donna Timm</td>
</tr>
<tr>
<td>Head of Special Education Services – Community Pathways</td>
<td>Mrs Sandi Smith</td>
</tr>
<tr>
<td>Head of Special Education Services – EALD</td>
<td>Mrs Kelly Miles</td>
</tr>
</tbody>
</table>
Subject Selection Processes

Term 2

1: Parent Information Evening
Students and parents are invited to attend an information evening to provide detailed information about the New QCE System.

Term 3

2: Subject Information presentations
Heads of Department present subject and pathway information for their senior subjects to students during school.

3: Parent Information Evening
Year 10 students and parents are invited to attend an information evening that includes:
- QCE requirements
- ATAR requirements
- Senior Subject Information

4: Careers Expo
All Year 10 students visit the Sunshine Coast careers expo to gather information about career and tertiary education options.

5: Subject Survey
Students complete an online survey on OneSchool to select their preferred senior subjects.

6: Line structure created
Survey data is used to establish the subject offerings for the following year based on student interest and available resources.

7: SET Plan interview and subject selection
Year 10 student and parents attend a SET Plan interview with a staff member to formalise student Senior Education and Training (SET) Plan including Year 11 subject selection.

8: Timetable created
Data from the subject selections 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 school has the available human and physical resources.**

**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.
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 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.

**VET Courses**

Vocational Education and Training (VET) Courses are also suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They provide students with an additional qualification in the form of a Certificate I, II or III qualification.

**Underpinning factors**

All senior syllabuses are underpinned by:

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

**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 & 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/careers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

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

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students’ results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

**Instrument-specific marking guides**

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

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

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

**External assessment**

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

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

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

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.

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**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](http://www.qcaa.qld.edu.au/senior/see).

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**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](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 and VET Courses

Mathematics
- General
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Applied
  - Essential Mathematics

English
- General
  - English
  - Literature
- Applied
  - Essential English

Humanities
- General
  - Ancient History
  - Business
  - Geography
  - Legal Studies
- VET
  - Certificate II Business

Health and Physical Education
- General
  - Health
  - Physical Education
- Applied
  - Early Childhood Studies
  - Sport & Recreation

Science
- General
  - Agricultural Science
  - Biology
  - Chemistry
  - Physics
- Applied
  - Science in Practice

Technologies
- General
  - Food & Nutrition
- VET
  - Certificate I Construction (VETis-funded)
  - Certificate I Furnishings
  - Certificate II Engineering Pathways (VETis-funded)
  - Certificate II Hospitality

Languages
- General
  - Japanese

The Arts
- General
  - Drama
  - Film, Television & New Media
  - Music
  - Visual Art
- VET
  - Certificate III Dance
  - Certificate III Visual Arts
General Mathematics

General senior subject

*Recommended prerequisite* - *English (min C), General Mathematics (min C), Mathematical Methods (min C) or Specialist Mathematics (min C)*

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money, measurement and relations</td>
<td>Applied trigonometry, algebra, matrices and</td>
<td>Bivariate data, sequences and change, and</td>
<td>Investing and networking</td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>univariate data</td>
<td>Earth geometry</td>
<td>• Loans, investments</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Networks and decision mathematics</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>20%</td>
</tr>
<tr>
<td>• Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>

   • Examination
Mathematical Methods
General senior subject

Recommended prerequisite - English (min C), Mathematical Methods (min C)

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra, statistics and functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
<td><strong>Further calculus</strong></td>
<td><strong>Further functions and statistics</strong></td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series 1</td>
<td>• Exponential functions 2</td>
<td>• The logarithmic function 2</td>
<td>• Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Trigonometric functions 2</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Integrals</td>
<td>• Discrete random variables 2</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td></td>
<td>• Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td></td>
<td>• Interval estimates for proportions</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**  
• Problem-solving and modelling task | **Summative internal assessment 3 (IA3):**  
• Examination |
| 20% | 15% |

| **Summative internal assessment 2 (IA2):**  
• Examination | **Summative external assessment (EA):** 50% |
| 15% |  
• Examination |
Specialist Mathematics
General senior subject

Recommended prerequisite - English (min C), Mathematical Methods (min C), Specialist Mathematics (min C)

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Complex numbers, trigonometry, functions and matrices</td>
<td>Mathematical induction, and further vectors, matrices and complex numbers</td>
<td>Further statistical and calculus inference</td>
</tr>
<tr>
<td>• Combinatorics</td>
<td>• Complex numbers 1</td>
<td>• Proof by mathematical induction</td>
<td>• Integration and applications of integration</td>
</tr>
<tr>
<td>• Vectors in the plane</td>
<td>• Trigonometry and functions</td>
<td>• Vectors and matrices</td>
<td>• Rates of change and differential equations</td>
</tr>
<tr>
<td>• Introduction to proof</td>
<td>• Matrices</td>
<td>• Complex numbers 2</td>
<td>• Statistical inference</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Problem-solving and modelling task</td>
<td>20% Summative internal assessment 3 (IA3): Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Examination</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>
Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, data and graphs</td>
<td>Money, travel and data</td>
<td>Measurement, scales and data</td>
<td>Graphs, chance and loans</td>
</tr>
<tr>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
</tr>
<tr>
<td>- Number</td>
<td>- Managing money</td>
<td>- Measurement</td>
<td>- Bivariate graphs</td>
</tr>
<tr>
<td>- Representing data</td>
<td>- Time and motion</td>
<td>- Scales, plans and models</td>
<td>- Probability and relative frequencies</td>
</tr>
<tr>
<td>- Graphs</td>
<td>- Data collection</td>
<td>- Summarising and comparing data</td>
<td>- Loans and compound interest</td>
</tr>
</tbody>
</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. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>
English
General senior subject

Recommended prerequisite - English (min C)

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives and texts</td>
<td>Texts and culture</td>
<td>Textual connections</td>
<td>Close study of literary texts</td>
</tr>
<tr>
<td>- Examining and creating perspectives in texts</td>
<td>- Examining and shaping representations of culture in texts</td>
<td>- Exploring connections between texts</td>
<td>- Engaging with literary texts from diverse times and places</td>
</tr>
<tr>
<td>- Responding to a variety of non-literary and literary texts</td>
<td>- Responding to literary and non-literary texts, including a focus on Australian texts</td>
<td>- Examining different perspectives of the same issue in texts and shaping own perspectives</td>
<td>- Responding to literary texts creatively and critically</td>
</tr>
<tr>
<td>- Creating responses for public audiences and persuasive texts</td>
<td>- Creating imaginative and analytical texts</td>
<td>- Creating responses for public audiences and persuasive texts</td>
<td>- Creating imaginative and analytical texts</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Extended response — written response for a public audience</td>
<td>- Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>- Extended response — persuasive spoken response</td>
<td>- Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Literature
General senior subject

Recommended prerequisite - English (min C),

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 engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They 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.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to literary studies</strong></td>
<td><strong>Texts and culture</strong></td>
<td><strong>Literature and identity</strong></td>
<td><strong>Independent explorations</strong></td>
</tr>
<tr>
<td>• Ways literary texts are received and responded to</td>
<td>• Ways literary texts connect with each other — genre, concepts and contexts</td>
<td>• Relationship between language, culture and identity in literary texts</td>
<td>• Dynamic nature of literary interpretation</td>
</tr>
<tr>
<td>• How textual choices affect readers</td>
<td>• Ways literary texts connect with each other — style and structure</td>
<td>• Power of language to represent ideas, events and people</td>
<td>• Close examination of style, structure and subject matter</td>
</tr>
<tr>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — imaginative spoken/multimodal response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Essential English
Applied senior subject

Subject Fee: $10

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong></td>
<td><strong>Texts and human experiences</strong></td>
<td><strong>Language that influences</strong></td>
<td><strong>Representations and popular culture texts</strong></td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identifies, places, events and concepts</td>
</tr>
</tbody>
</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. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative internal assessment (IA4):</strong></td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>
Ancient History
General senior subject

Recommended prerequisite - English (min C), History (min 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

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

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):
  - Examination — essay in response to historical sources | 25% |
| Summative internal assessment 2 (IA2):
  - Independent source investigation | 25% |
| Summative internal assessment 3 (IA3):
  - Investigation — historical essay based on research | 25% |
| Summative external assessment (EA):
  - Examination — short responses to historical sources | 25% |
Business
General senior subject

Recommended prerequisite - English (min C), Business (min 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business creation</td>
<td>Business growth</td>
<td>Business diversification</td>
<td>Business evolution</td>
</tr>
<tr>
<td>• Fundamentals of</td>
<td>• Establishment of a</td>
<td>• Repositioning a business</td>
<td></td>
</tr>
<tr>
<td>business</td>
<td>business</td>
<td>• Transformation of a business</td>
<td></td>
</tr>
<tr>
<td>• Creation of</td>
<td>• Entering markets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>business ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
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Assessment

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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Extended response — feasibility report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — business report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Geography
General senior subject

Recommended prerequisite - English (min C), Geography (min C)

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to risk and vulnerability in hazard zones</strong>&lt;br&gt;• Natural hazard zones&lt;br&gt;• Ecological hazard zones</td>
<td><strong>Planning sustainable places</strong>&lt;br&gt;• Responding to challenges facing a place in Australia&lt;br&gt;• Managing the challenges facing a megacity</td>
<td><strong>Responding to land cover transformations</strong>&lt;br&gt;• Land cover transformations and climate change&lt;br&gt;• Responding to local land cover transformations</td>
<td><strong>Managing population change</strong>&lt;br&gt;• Population challenges in Australia&lt;br&gt;• Global population change</td>
</tr>
</tbody>
</table>
Assessment

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

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</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Legal Studies
General senior subject

Recommended prerequisite - English (min C), Legal Studies (min 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

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

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January 2019
**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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong> 25%</td>
<td><strong>Summative internal assessment 3 (IA3):</strong> 25%</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong> 25%</td>
<td><strong>Summative external assessment (EA):</strong> 25%</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
</tbody>
</table>
## Certificate II Business

### VET subject – BSB20115

**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 Business BSB20115 is based on units of competency selected from the BSB Business Services Training Package. The BSB20115 Certificate II in Business course will teach you about business technology, word processing and spreadsheets, customer relationships, customer service, work practices and much more.

### Entry requirements:

There are no entry requirements for this qualification.

### Qualification Packaging Rules:

Total units = 12 (1 core units + 11 elective units from the list below).

### Core and Electives: Competencies covered:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201 (C)</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBITU101 (E)</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBWOR202 (E)</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBCUS201 (E)</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBITU213 (E)</td>
<td>Use digital technologies to communicate remotely</td>
</tr>
<tr>
<td>BSBIND201 (E)</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBITU212 (E)</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU201 (E)</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBCCM201(E)</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBWOR204 (E)</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSSUS201 (E)</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBITU302 (E)</td>
<td>Create electronic presentations</td>
</tr>
</tbody>
</table>

### 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
- 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):

Nil

### Further information:

ichan91@eq.edu.au
Food & Nutrition
General senior subject

Recommended prerequisite - English (min C), Food and Nutrition (min C)
Subject Fee: $15

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

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

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food science of vitamins, minerals and protein</strong>&lt;br&gt;  - Introduction to the food system&lt;br&gt;  - Vitamins and minerals&lt;br&gt;  - Protein&lt;br&gt;  - Developing food solutions</td>
<td><strong>Food drivers and emerging trends</strong>&lt;br&gt;  - Consumer food drivers&lt;br&gt;  - Sensory profiling&lt;br&gt;  - Labelling and food safety&lt;br&gt;  - Food formulation for consumer markets</td>
<td><strong>Food science of carbohydrate and fat</strong>&lt;br&gt;  - The food system&lt;br&gt;  - Carbohydrate&lt;br&gt;  - Fat&lt;br&gt;  - Developing food solutions</td>
<td><strong>Food solution development for nutrition consumer markets</strong>&lt;br&gt;  - Formulation and reformulation for nutrition consumer markets&lt;br&gt;  - Food development process</td>
</tr>
</tbody>
</table>

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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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
**Certificate I Construction**  
*VET subject – CPC10111*

**RTO – Blue Dog Training**  
**RTO Number - 31193**

The successful completion of this course gives students (3) points towards QCE.

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>The Certificate I in Construction is based on units of competency selected from the CPC11 Construction, Plumbing and Services Training Package. This subject is the CPC10111 Certificate I in Construction course. 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.</th>
</tr>
</thead>
</table>
| 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 = 11 (8 core units + 3 elective units from the list below). |
| Core and Electives:       | Work effectively and sustainably in the construction industry  
Plan and organise work  
Conduct workplace communication  
Read and interpret plans and specifications  
Use construction tools and equipment  
Work safely in the construction industry  
Apply OHS requirements, policies and procedures in the construction industry  
Undertake a basic construction project  
Undertake basic estimation and costing  
Carry out measurements and calculations  
Handle construction materials |
| Competencies covered:     | CPCCCM1012A (C)  
CPCCCM1013A (C)  
CPCCCM1014A (C)  
CPCCCM2001A (C)  
CPCCM2005B (C)  
CPCCOH1001A (C)  
CPCCOH2001A (C)  
CPCCVE1011A (C)  
CPCCM1011A (E)  
CPCCM1015A (E)  
CPCCM2004A (E) |
| 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  
• 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): | Nil |
| Further information:      | bkitz1@eq.edu.au |
Certificate I Furnishings
VET subject – MSF10113
RTO – Nambour State College
RTO Number - 30084

The successful completion of this course gives students (3) points towards QCE.
Subject Fee: $80

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>The Certificate I in Furnishings MSF10113 is based on units of competency selected from the MSF Furnishing Training Package.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry requirements:</td>
<td>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.</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units = 8 (5 core units + 3 elective units from the list below).</td>
</tr>
<tr>
<td>Core and Electives:</td>
<td>Participate in environmentally sustainable work practices Follow WHS procedures Make measurements Communicate in the workplace Work in a team Construct a basic timber furnishing product Operate basic woodworking machines Assemble furnishing components</td>
</tr>
<tr>
<td>Competencies covered:</td>
<td>MSMENV272 (C) Follow WHS procedures Make measurements Communicate in the workplace Work in a team Construct a basic timber furnishing product Operate basic woodworking machines Assemble furnishing components</td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• 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</td>
</tr>
<tr>
<td>Assessment:</td>
<td>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</td>
</tr>
<tr>
<td>Pathways:</td>
<td>This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.</td>
</tr>
<tr>
<td>Fees (Additional to SRS charges):</td>
<td>$40 each year</td>
</tr>
<tr>
<td>Further information:</td>
<td><a href="mailto:bkitz1@eq.edu.au">bkitz1@eq.edu.au</a></td>
</tr>
</tbody>
</table>
Certificate II Engineering Pathways
VET subject – MEM20413
RTO – Blue Dog Training
RTO Number - 31193

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

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>The Certificate II in Engineering Pathways MEM20413 is based on units of competency selected from the MEM05 Metal and Engineering Training Package. This subject is the MEM20413 Certificate II in Engineering Pathways course. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry requirements:</td>
<td>There are no entry requirements for this qualification. <strong>Special Requirements</strong> - 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</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units = 12 (4 core units + 8 elective units from the list below).</td>
</tr>
</tbody>
</table>
| Core and Electives: Competencies covered: | **MEM13014A (C)** Apply principles of occupational health and safety in the work environment  
**MEMPE005A (C)** Develop a career plan for the engineering and manufacturing industry  
**MEMPE006A (C)** Undertake a basic engineering project  
**MSAENV272 (C)** Participate in environmentally sustainable work practices  
**MEM16008A (E)** Interact with computing technology  
**MEM18001C (E)** Use hand tools  
**MEM18002B (E)** Use power tools/hand held operations  
**MEMPE002A (E)** Use electric welding machines  
**MEMPE003A (E)** Organise and communicate information  
**MSUP106A (E)** Use oxy-acetylene and soldering equipment  
**MEMPE001A (E)** Work in a team  
**MEMPE001A (E)** Use engineering workshop machines |
| 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): | Nil |
| Further information: | bkitz1@eq.edu.au |
Certificate II Hospitality

VET subject – SIT20316

RTO – Nambour State College

RTO Number – 30084

Subject Fee: $40

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

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>The SIT20316 is based on units of competency selected from the SIT Tourism, Travel and Hospitality training package.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry requirements:</td>
<td>There are no entry requirements for this qualification.</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units = 12 (6 core units + 6 elective units from the list below).</td>
</tr>
</tbody>
</table>
| Core and Electives: Competencies covered: | Show Social and Cultural Sensitivity  
Participate in safe work practices  
Work effectively with others  
Source and use information on the hospitality industry  
Use hospitality skills effectively  
Interact with customers  
Use hygienic practices for food safety  
Prepare and serve non-alcoholic beverages  
Prepare and serve espresso coffee  
Provide responsible service of alcohol  
Process financial transactions  
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): | $40 |
| Further information: | klong22@eq.edu.au 0754503139 |
Health
General senior subject

Recommended prerequisite - English (min C), Health (min C)
Subject Fee: $20

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

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td></td>
<td>Body image</td>
<td>Road safety</td>
<td></td>
</tr>
</tbody>
</table>

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Assessment

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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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Investigation — action research</td>
<td>25%&lt;br&gt;• Investigation — analytical exposition</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination — extended response</td>
<td>25%&lt;br&gt;• Examination</td>
</tr>
</tbody>
</table>
Physical Education

General senior subject

*Recommended prerequisite* - *English (min C), Physical Education (min C)*

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

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

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

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

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

**Pathways**

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

**Objectives**

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Motor learning, functional anatomy, biomechanics and physical activity  
  - Motor learning integrated with a selected physical activity  
  - Functional anatomy and biomechanics integrated with a selected physical activity | Sport psychology, equity and physical activity  
  - Sport psychology integrated with a selected physical activity  
  - Equity — barriers and enablers | Tactical awareness, ethics and integrity and physical activity  
  - Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity  
  - Ethics and integrity | Energy, fitness and training and physical activity  
  - Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity |

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  - Project — folio                         | Summative internal assessment 3 (IA3):  
  - Project — folio                          | 25%                                        | 30%                                        |
| Summative internal assessment 2 (IA2):  
  - Investigation — report                   | Summative external assessment (EA):  
  - Examination — combination response       | 20%                                        | 25%                                        |
Early Childhood Studies
Applied senior subject

Subject Fee: $10

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 should:

- 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 core topics embedded in at least four elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fundamentals of early childhood</td>
<td>• Play and creativity</td>
</tr>
<tr>
<td>• Practices in early childhood</td>
<td>• Literacy and numeracy skills</td>
</tr>
<tr>
<td></td>
<td>• Being in a safe place</td>
</tr>
<tr>
<td></td>
<td>• Health and physical wellbeing</td>
</tr>
<tr>
<td></td>
<td>• Indoor and outdoor learning environments</td>
</tr>
</tbody>
</table>
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 other assessments.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 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: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
Sport & Recreation
Applied senior subject

Subject Fee: $100

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

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

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.
Structure

The Sport & Recreation course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core topics are integrated into every module to varying degrees.</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td></td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Unit 1

Module 1 | Module 2 | Unit 2 | Module 3 | Module 4
---|---|---|---|---
**Game On** | **The Gym – Safe and Sound** | **Assistant Coach** | **Get Them Moving** |
• Choice of one or two activities from Games and Sports. | • Gym-based fitness activities | • Choice of one or two activities from Games and Sports. | • Minor Games and Indigenous Games |

Unit 3

Module 5 | Module 6 | Unit 4 | Module 7 | Module 8
---|---|---|---|---
**Head Coach** | **The Gym – Onwards and Upwards** | **Out and About** | **Come and Try** |
• Choice of one or two activities from the Games and Sports. | • Gym-based fitness activities | • Outdoor adventure activities. | • Choice of one or two activities from the Games and Sports. |

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
</table>
| Formative internal assessment 1:  
• Performance — evaluation | Formative internal assessment 3:  
• Performance — coach and player |
| 25% | 25% |
| Formative internal assessment 2:  
• Investigation — report | Formative internal assessment 4:  
• Project — two assessable components |
| 25% | 25% |

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1:  
• Performance — coach and player | Summative internal assessment 3:  
• Performance – evaluation |
| 25% | 25% |
| Summative internal assessment 2:  
• Investigation — report | Summative internal assessment 4:  
• Project — two assessable components |
| 25% | 25% |
Agricultural Science
General senior subject

Recommended prerequisite - English (min C), Agricultural Science (min 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural systems</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Agricultural production</strong></td>
<td><strong>Agricultural management</strong></td>
</tr>
<tr>
<td>• Agricultural enterprises A</td>
<td>• Management of renewable resources</td>
<td>• Animal production B</td>
<td>• Enterprise management</td>
</tr>
<tr>
<td>• Animal production A</td>
<td>• Physical resource management</td>
<td>• Plant production B</td>
<td>• Evaluation of an agricultural enterprise’s sustainability</td>
</tr>
<tr>
<td>• Plant production A</td>
<td>• Agricultural management, research and innovation</td>
<td></td>
<td></td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summative external assessment (EA): 50%**

- Examination
Biology
General senior subject

Recommended prerequisite - English (min C), Biology (min C)

Subject Fee: $305

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cells and multicellular organisms</strong></td>
<td><strong>Maintaining the internal environment</strong></td>
<td><strong>Biodiversity and the interconnectedness of life</strong></td>
<td><strong>Heredity and continuity of life</strong></td>
</tr>
<tr>
<td>- Cells as the basis of life</td>
<td>- Homeostasis</td>
<td>- Describing biodiversity</td>
<td>- DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>- Multicellular organisms</td>
<td>- Infectious diseases</td>
<td>- Ecosystem dynamics</td>
<td>- Continuity of life on Earth</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data test</td>
<td>10%</td>
</tr>
<tr>
<td>Student experiment</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>external assessment 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>
|                         | Research investigation     | 20%
Chemistry
General senior subject

Recommended prerequisite - English (min C), Chemistry (min C)
Subject Fee: $25

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

<table>
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<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</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. 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>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>external assessment 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Physics

General senior subject

Recommended prerequisite - English (min C), Physics (min C)

Subject Fee: $25

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

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

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

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

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.

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 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thermal, nuclear and electrical physics</strong></td>
<td><strong>Linear motion and waves</strong></td>
<td><strong>Gravity and electromagnetism</strong></td>
<td><strong>Revolutions in modern physics</strong></td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>20%</td>
</tr>
</tbody>
</table>

external assessment 50%
• Examination
Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure
The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific literacy and working scientifically</td>
<td>Science for the workplace</td>
</tr>
<tr>
<td>Workplace health and safety</td>
<td>Resources, energy and sustainability</td>
</tr>
<tr>
<td>Communication and self-management</td>
<td>Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>Environments</td>
</tr>
<tr>
<td></td>
<td>Discovery and change</td>
</tr>
</tbody>
</table>
### Assessment

For Science 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 investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| At least two different components from the following:  
- written: 500–900 words  
- spoken: 2½–3½ minutes  
- multimodal  
- performance: product: | Presented in one of the following modes:  
- written: 600–1000 words  
- spoken: 3–4 minutes  
- multimodal | At least three different components from the following:  
- written: 200–300 words  
- spoken: 1½ – 2½ minutes  
- multimodal  
- performance: test: | Presented in one of the following modes:  
- written: 600–1000 words  
- spoken: 3–4 minutes  
- multimodal  
- test: | • 60–90 minutes  
• 50–250 words per item |
Japanese
General senior subject

Recommended prerequisite - English (min C), Japanese (min C)

Subject Fee: $5

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Pathways

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私のくらし My world</td>
<td>私達のまわり Exploring our world</td>
<td>私達の社会 Our society</td>
<td>私の将来 My future</td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
<td>• Roles and relationships</td>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>• Lifestyle and leisure</td>
<td>• Technology and media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
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<tbody>
<tr>
<td>私達のまわり Exploring our world</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私達の社会 Our society</td>
<td>私の将来 My future</td>
</tr>
<tr>
<td>• Roles and relationships</td>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私の将来 My future</td>
</tr>
<tr>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Drama
General senior subject

Recommended prerequisite - English (min C), Drama (min C)
Subject Fee: $100

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong>&lt;br&gt;How does drama promote shared understandings of the human experience?&lt;br&gt;- cultural inheritances of storytelling&lt;br&gt;- oral history and emerging practices&lt;br&gt;- a range of linear and non-linear forms</td>
<td><strong>Reflect</strong>&lt;br&gt;How is drama shaped to reflect lived experience?&lt;br&gt;- Realism, including Magical Realism, Australian Gothic&lt;br&gt;- associated conventions of styles and texts</td>
<td><strong>Challenge</strong>&lt;br&gt;How can we use drama to challenge our understanding of humanity?&lt;br&gt;- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre&lt;br&gt;- associated conventions of styles and texts</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;- Contemporary performance&lt;br&gt;- associated conventions of styles and texts&lt;br&gt;- inherited texts as stimulus</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;- Performance</td>
<td>20%&lt;br&gt;Summative internal assessment 3 (IA3):&lt;br&gt;- Project — practice-led project</td>
</tr>
</tbody>
</table>
| Summative internal assessment 2 (IA2):<br>- Project — dramatic concept | 20%<br>Summative external assessment (EA): 25%<br>- Examination — extended response | 35%
Film, Television & New Media
General senior subject

Recommended prerequisite - English (min C), Film, Television & New Media (min C)

Subject Fee: $40

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 & 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 conceptual and creative problems.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Story forms</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td>• Concept: technologies</td>
<td>• Concept: representations</td>
<td>• Concept: technologies</td>
<td>• Concept: technologies</td>
</tr>
<tr>
<td>How are tools and associated processes used to create meaning?</td>
<td>How do representations function in story forms?</td>
<td>How do technologies enable or constrain participation?</td>
<td>How do media artists experiment with technological practices?</td>
</tr>
<tr>
<td>• Concept: institutions</td>
<td>• Concept: audiences</td>
<td>• Concept: audiences</td>
<td>• Concept: representations</td>
</tr>
<tr>
<td>How are institutional practices influenced by social, political and economic factors?</td>
<td>How does the relationship between story forms and meaning change in different contexts?</td>
<td>How do different contexts and purposes impact the participation of individuals and cultural groups?</td>
<td>How do media artists portray people, places, events, ideas and emotions?</td>
</tr>
<tr>
<td>• Concept: languages</td>
<td>• Concept: languages</td>
<td>• Concept: institutions</td>
<td>• Concept: languages</td>
</tr>
<tr>
<td>How do signs and symbols, codes and conventions create meaning?</td>
<td>How are media languages used to construct stories?</td>
<td>How is participation in institutional practices influenced by social, political and economic factors?</td>
<td>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Case study investigation</td>
<td>• Stylistic project</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 25%</td>
</tr>
<tr>
<td>• Multi-platform project</td>
<td>• Examination — extended response</td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
Music
General senior subject

Recommended prerequisite - English (min C), Music (min C)

Subject Fee: $50

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong></td>
<td><strong>Identities</strong></td>
<td><strong>Innovations</strong></td>
<td><strong>Narratives</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
</tr>
<tr>
<td>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td>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?</td>
<td>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</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. 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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Composition</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>


![Image of a student playing a guitar]
Visual Art
General senior subject

**Recommended prerequisite**  -  English (min C), Visual Art (min C)

**Subject Fee:** $90

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

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

Assessment

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Summative assessments

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

Summative external assessment (EA): 25%

• Examination
Certificate III Dance
VET subject - CUA30113

RTO – Nambour State College  RTO Number – 30084

This course gives students up to eight (8) points towards QCE.

Subject Fee: $100

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>The CUA30113 - Certificate III in Dance is based on units of competency selected from the CUA Creative Arts and Culture Training Package.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry requirements:</td>
<td>An audition or other form of evidence where the candidate demonstrates competence in at least one dance style at Certificate II level.</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units = 13 (6 core units + 7 elective units from the list below).</td>
</tr>
</tbody>
</table>
| Core and Electives: Competencies covered: | Develop basic dance composition skills  
Incorporate artistic expression into basic dance performances  
Integrate rhythm in dance or movement technique  
Work effectively in the creative arts industry  
Develop performance techniques  
Condition the body for dance performance  
Perform basic on-ground acrobatic techniques  
Increase depth of jazz dance technique  
Increase depth of contemporary dance technique  
Increase depth of street dance technique  
Develop and apply knowledge of costume  
Assist with dance teaching  
Prepare personal appearance for 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): | $100 |
| Further information:     | Please contact Liz Clout Head of Department The Arts eclou6@eq.edu.au |
Certificate III Visual Arts
VET subject - CUA31115

RTO – Nambour State College    RTO Number – 30084
Subject Fee: $60

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>The CUA31115 - Certificate III in Visual Arts is based on units of competency selected from the CUA Creative Arts and Culture Training Package.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry requirements:</td>
<td>There are no entry requirements for this qualification.</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units = 12 (4 core units + 8 elective units from the list below).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core and Electives: Competencies covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201 (C)</td>
</tr>
<tr>
<td>CUAACD201 (C)</td>
</tr>
<tr>
<td>CUAPPR301 (C)</td>
</tr>
<tr>
<td>CUARES302 (C)</td>
</tr>
<tr>
<td>CUADRA301 (E)</td>
</tr>
<tr>
<td>CUAACD301 (E)</td>
</tr>
<tr>
<td>BSBDES301 (E)</td>
</tr>
<tr>
<td>CUAPAI201 (E)</td>
</tr>
<tr>
<td>CUAPRI301 (E)</td>
</tr>
<tr>
<td>CUAPRI201 (E)</td>
</tr>
<tr>
<td>CUAPRI301 (E)</td>
</tr>
<tr>
<td>CUACER301 (E)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning experiences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Face to face in a simulated workplace training environment for required skills</td>
</tr>
<tr>
<td>• Online for some components of training for required knowledge</td>
</tr>
<tr>
<td>• Classroom for some components of training for required knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>• Practical Projects to be completed according to workshops and assessable elements</td>
</tr>
<tr>
<td>• Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained.</td>
</tr>
<tr>
<td>• Written assessment questions need to be completed using full sentences and correct punctuation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fees (Additional to SRS charges):</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please contact Liz Clout Head of Department The Arts <a href="mailto:eclou6@eq.edu.au">eclou6@eq.edu.au</a></td>
</tr>
</tbody>
</table>