



Sunnybank State High School Senior Subject Guide 2026



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Principal's Message

Sunnybank State High School is a dynamic, future-focused learning community, committed to empowering students to succeed. Our school vision, 'Many ways to excellence' means that:

We value ALL kinds of excellence. All students, whatever background and abilities, are enabled to aspire to their maximum potential. We support, encourage and value effort. We work to foster productive relationships. We all strive to build high standards and we are not satisfied with mediocrity. Our values, underpinning our vision, have been developed through ongoing consultations with students, staff, parents and our wider local community.

Underpinning our vision for excellence, this is what we, as a school community value, model and focus on:

- Achievement
- Commitment, diversity and tolerance of difference
- Behavioural accountability
- Creativity
- Life-long learning
- Respect for ourselves, our school and our community

The Senior School at Sunnybank State High School is designed to assist students discover and prepare for post-school pathways. These 'many ways to excellence' include success in a range academic and/or vocational fields as well as school-based traineeships and apprenticeships.

During year 10 students begin their journey towards senior schooling by engaging in the SET Planning process. At Sunnybank SHS we support our students with this process through targeted SET Plan lessons and Senior Subject Presentations.

The Senior Education and Training Plans' (SETP) aim is to help students make good decisions about their learning pathways and ensure they base their subject choices on their abilities, interests and clearly articulated goals.

Under Queensland Government law, young people are required to be 'earning or learning'. To help meet this requirement in a meaningful way, the SET Plan helps students map out their learning goals and specifies what students will study in 11 and 12. It also considers students' tertiary or work goals. The SET Plan is agreed upon by the student, their parents/carers and the school and a copy of the student's SET Plan is retained by the school as an official record. It is a formal, private document which is referred back to whenever students request to

make subject changes and is also used as part of the school's academic review process.

This Senior Subject Selection Handbook has been produced to help students, together with their parents/caregivers, choose the most suitable course of study for Years 11 & 12. Following the initial subject selection, students, with their parents/caregivers, will be required to attend a SET plan interview to finalise their chosen pathways (and subject choices) in partnership with the school.

Sunnybank State High School looks forward to working in partnership with parents/caregivers to empower students, encouraging them together to be active participants who are responsible for their own learning through their senior years.

Carmen Anderson
Principal

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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.

Senior Education Profile

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

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

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

Senior Statement

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum. For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12.

Students may choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10. Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

Applied and Applied (Essential) syllabuses

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

Course structure

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

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

Assessment

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

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

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

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

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.

External assessment

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

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

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

General (Extension) syllabuses

Course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study. Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

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

Assessment

Units 3 and 4 assessments

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

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

General (Senior External Examination) syllabuses

Course overview

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

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

A General (SEE) syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject. Students/candidates may enrol in a SEE subject:

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

General (SEE) subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Students

School

These are students who are:

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

Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- are not enrolled in a Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement.

Eligibility — school students

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

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

Tuition

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

Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success. Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

Assessment

Assessment for these subjects is at the end of the course and is an external examination. These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable

are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

General (SEE) results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed. General (SEE) results may contribute credit to the award of a QCE and may contribute to ATAR calculations. **Note: General (Senior External Examinations) (SEE) subjects are different from the external assessment component in General subjects in the new QCE system.**

Short Course syllabuses

Course overview

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

Short Courses are available in:

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

Assessment

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

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

QCAA senior syllabuses

English

Applied

- Essential English

General

- English
- English as an Additional Language
- Literature DE

Short Course

- Literacy

Languages

General (Senior External Examination)

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

Technologies

Applied

- Engineering Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology

General

- Design
- Engineering

Health and Physical Education

Applied

- Early Childhood Studies
- Sport & Recreation
- Volleyball Academy

General

- Health
- Physical Education

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Short Course

- Numeracy

The Arts

Applied

- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

Humanities and Social Sciences

Applied

- Social & Community Studies
- Tourism

General

- Accounting DE
- Ancient History
- Geography
- Legal Studies
- Modern History
- Philosophy & Reason DE

Short course

- Career Education

Sciences

Applied

- Science in Practice

General

- Biology
- Chemistry
- Physics
- Psychology DE

Vocational Education and Training (VET)

- Certificate II in Hospitality
- Certificate II in Workplace Skills
- Certificate II in Active Volunteering
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Sports Coaching
- Certificate III in Fitness
- Certificate II in Health Support Services
- Certificate III in Health Administration

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Literacy is embedded across the school curriculum and is developed through all phases of learning. The Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes. Literacy is integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in

interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

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

Objectives

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

- comprehend ideas and information in familiar and unfamiliar texts
- communicate ideas and information.

Structure

Topic 1	Topic 2
Personal identity <ul style="list-style-type: none"> • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information. 	Workplace contexts <ul style="list-style-type: none"> • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information.

Assessment

Schools develop two assessment instruments to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal Identity	Topic 2: Workplace Contexts
<ul style="list-style-type: none"> • Internal assessment option A: Written response • Internal assessment option B: Spoken or multimodal response • Internal assessment option C: Reading comprehension examination 	

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

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

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

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop

understanding of the multifaceted, diverse and significant nature of early childhood learning.

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

Pathways

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

Objectives

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

- Investigate the fundamentals and practices of early childhood learning.
- Plan learning activities.
- Implement learning activities.
- Evaluate learning activities.

Structure

Early childhood studies is a four unit course of study. This syllabus contains six QCAA-developed options for schools to choose from to develop their course of study

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and Numeracy
Unit option C	Children's development
Unit option E	Indoor and Outdoor Environments

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise a play or creativity learning activity. They evaluate the effectiveness of the play-based learning activity.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate fundamentals and practices to devise a play or creativity learning activity. They evaluate the effectiveness of the play-based learning activity.	<ul style="list-style-type: none">• Play-based learning activity (play/creativity)• Implementation of activity: up to 5 minutes• Planning and evaluation• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option F	Emerging trends in sport, fitness and recreation

Assessment

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

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

Volleyball Specialisation

Sport & Recreation

Applied senior subject

Applied

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

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities

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

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

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

Pathways

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

Objectives

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

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

Structure

Sport & Recreation Volleyball Specialisation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study. The four units Volleyball specialisation students will be completing will be:

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option J	Optimising performance

Assessment

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

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

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

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

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

making skills will serve to enable learning now and in the future.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

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

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

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p>Item of communication</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

Pathways

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

Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international destination.	<p>Item of communication</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

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

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

land cover transformations and planning for population change.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

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

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

Summative assessments

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the Modern World Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) French Revolution, 1789–1799 (Estates General meets – New Consulate established) Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) Arab Spring since 2010 (Tunisian Revolution begins) Alternative topic for Unit 1. 	<p>Movements in the Modern World Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) Women's movement since 1893 (Women's suffrage in New Zealand becomes law) May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) Environmental movement since the 1960s (Silent Spring published) LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) Alternative topic for Unit 2. 	<p>National experiences in the Modern World Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> Australia since 1901 (Federation of Australia) United Kingdom since 1901 (Edwardian Era begins) France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) New Zealand since 1841 (separate colony of New Zealand established) Germany since 1914 (World War I begins) United States of America, 1917–1945 (entry into World War I – World War II ends) Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) Japan since 1931 (invasion of Manchuria begins) China since 1931 (invasion of Manchuria begins) Indonesia since 1942 (Japanese occupation begins) India since 1947 (Indian Independence Act of 1947 becomes law) Israel since 1917 (announcement of the Balfour Declaration) South Korea since 1948 (Republic of Korea begins). 	<p>International experiences in the Modern World Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> Australian engagement with Asia since 1945 (World War II in the Pacific ends) Search for collective peace and security since 1815 (Concert of Europe begins) Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) Mass migrations since 1848 (California Gold Rush begins) Information Age since 1936 (On Computable Numbers published) Genocides and ethnic cleansings since the 1930s (Holocaust begins) Nuclear Age since 1945 (first atomic bomb detonated) Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) Space exploration since the 1950s (publication of articles focused on space travel) Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established) Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). <p>Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.</p>

Assessment

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none"> Fundamentals of reason 	Reason in philosophy <ul style="list-style-type: none"> Philosophy of religion Philosophy of science Philosophy of mind 	Moral philosophy and schools of thought <ul style="list-style-type: none"> Moral philosophy Philosophical schools of thought 	Social and political philosophy <ul style="list-style-type: none"> Rights Political philosophy

Assessment

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

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

Summative assessments

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

The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One presentation consisting of two parts: <ul style="list-style-type: none">• interview or survey findings• learning journal.	One investigation consisting of two parts: <ul style="list-style-type: none">• investigation• learning journal.

behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

The course is not intended to be a substitute for a quality career education service in a school, nor is it expected that teachers of this subject will provide career guidance to students. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

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

- demonstrate knowledge
- examine information
- apply knowledge to make recommendations
- communicate using oral and written forms
- appraise learning strategies.

Senior External Examination — Languages

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

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

These syllabuses are currently being revised. The *Senior subject guide* will be updated after the syllabuses are released. Please monitor QCAA memos to be notified when the syllabuses are released.

Assessment

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

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

All oral examinations will be recorded.

Language examinations

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

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

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

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components.

Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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

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

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time,

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components.

Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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

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

The major domains of mathematics in General Mathematics are Number and algebra, Measurement

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative assessments

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

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components.

Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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

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

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components.

Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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

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

confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

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

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

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

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1	Topic 2
<p>Personal identity and community</p> <ul style="list-style-type: none"> • Identify and interpret mathematical information in the context of personal identity and community. • Use and apply mathematical knowledge in the context of personal identity and community. • Communicate and represent mathematical knowledge in the context of personal identity and community. 	<p>Workplace and employment</p> <ul style="list-style-type: none"> • Identify and interpret mathematical information in the context of workplace and employment. • Use and apply mathematical knowledge in the context of workplace and employment. • Communicate and represent mathematical knowledge in the context of workplace and employment.

Assessment

Schools develop two assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

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

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

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

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

and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

Structure

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

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

Assessment

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

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

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

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

Biology aims to develop students’:

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Chemistry aims to develop students':

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

Physics aims to develop students':

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Psychology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings

and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	Practical demonstration of drafting Drawings: the drafting skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	Unit-specific product Drawings: drawings drafted using the skills and procedures in 5–7 production processes Drawing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes

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

Pathways

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

Objectives

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

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

Structure

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

When selecting units to design a course of study in Industrial Technology Skills, the units must:

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

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project		

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and

demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Structure

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

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

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

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

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal

and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design <ul style="list-style-type: none"> Designing for others 	Commercial design influences <ul style="list-style-type: none"> Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> Responding to opportunities

Assessment

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

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

Summative assessments

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

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem based learning framework in Engineering encourages students to become self directed learners and develop beneficial collaboration and management skills. Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals <ul style="list-style-type: none"> • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials 	Civil structures <ul style="list-style-type: none"> • Civil structures in society • Civil structures and forces • Civil engineering materials 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Machines, mechanisms and control • Materials

Assessment

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

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

Summative assessments

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

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

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

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

In Dance in Practice, students are involved in making (choreographing and performing) and responding to

dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace

health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

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

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

artworks, synthesising ideas developed throughout the responding phase.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Vocational Education and Training (VET)

General Course Information 2027

Vocational Education and Training (VET) - What is it?

VET stands for Vocational Education and Training. Vocational Education and Training (VET) is education and training that focuses on providing skills for work. VET refers to education and training that provides the practical skills and knowledge student's need to:

- Join the workforce for the first time
- Re-join the workforce after a break
- Enter tertiary study

A VET course is a great way to fast-track students' careers or education in fields like:

- Business
- Health services
- Mining services
- Manufacturing
- Agriculture
- Tourism
- Hospitality

Why study VET?

VET is an excellent choice of study for many students. It includes practical, hands-on learning, and it can contribute to excellent career pathways in a variety of fields. Studying VET whilst at school may provide students with a head start on a qualification, which is a great way to fast-track their progress towards a rewarding career whilst also developing their independence and time-management skills.

VET courses completed while at school may also:

- Provide credit towards student's Queensland Certificate of Education (QCE)
- Contribute to the calculation of students' ATAR (Certificate III or higher)
- Support student's transition to employment, vocational and higher education.

What is Nationally recognised training?

Nationally recognised training is any program of training leading to vocational qualifications and credentials that are recognised across Australia. Only Registered Training Organisations (RTOs) can deliver nationally recognised training and issue nationally recognised qualifications or statements of attainment. This includes studying at a public or private training organisation, completing an apprenticeship, certificate or diploma course. Nationally recognised training courses and RTOs are listed on training.gov.au.

training.gov.au is the official national register of VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and RTOs.

VET at Sunnybank State High School

Sunnybank State High School is committed to providing a variety of Vocational Education Training programs to assist our Senior Secondary students to prepare for work in a wide range of careers and industries.

All of the Vocational Education Training courses offered at Sunnybank State High School lead to nationally recognised qualifications. A certificate will be issued to students when all of the requirements of the qualification are completed. Alternatively, a Statement of Attainment will be issued for those parts that are successfully completed where the full qualification is not completed.

Some of the certificate courses offered at Sunnybank State High School are delivered in partnership with a third-party provider. Information specific to these courses is detailed on the following pages.

USI (Unique Student Identifier)

What is a USI?

The USI initiative commenced on 1 January 2015 and is a reference number made up of ten numbers and letters that is free and easy to create and stays with you for life. A USI - Unique Student Identifier is a reference number that creates an online record of your training and qualifications attained in Australia. If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement

of attainment. Students must submit their USI to the school before any certificates or statements of attainment can be issued.

Further information on 'what a USI is' and 'How to obtain a USI number' can be found by visiting the following website: <https://www.usi.gov.au/> Additional information on USI numbers can also be found on the school website under Vocational Education and Training.

Contact details

For further information or assistance on any of the Certificate courses/qualifications offered at Sunnybank State High School, please contact our HOD Senior Schooling/RTO Manager - Sonya Menz.

HOD Senior Schooling/RTO Manager

Sonya Menz
Block 2

Email: smenz25@eq.edu.au
Ph: (07) 3323 8111

Vocational Education and Training (VET) Certificate Courses

For all students – ATAR students as well as those pursuing a vocational, TAFE or trade pathway at the completion of Year 12.

NOTE: Vocational Education & Training (VET) Certificate Requirements

Students need to demonstrate they are competent in **all** competencies listed to attain the VET certificate. The competencies are assessed through a variety of methods, including (but not limited to): observations, practical tasks, projects, assignments, workbooks and short response tasks.

VET - Competency Based Assessment

In VET certificate courses, students will be assessed using Competency Based Assessment (CBA) methods. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this. Further details about Competency Based Assessment will be provided to students through the VET student induction at course enrolment.

VET – Recognition of Prior Learning

Students who can demonstrate current competence in a particular element of competency are eligible for recognition of prior learning (RPL). RPL is not automatically granted. Students who wish to take advantage of RPL are required to apply to the school for this and provide documentary evidence of their prior knowledge.

Certification

It has become a Federal Government requirement that all people undergoing Vocational Educational Training (VET) must now apply for a USI (Unique Student Identifier). Students must submit their USI to their VET Teacher before any certificates or statements of attainment can be issued.

Years 10, 11 and 12 Senior Program

All Year 10, 11 & 12 students will be enrolled in the FSK20119 Certificate II in Skills for Work and Vocational Pathways course as part of their timetabled senior program from Semester 2, Year 10 once they have completed their Short Course in Career Education.

All VET information correct at time of printing but subject to change.

SIT20322 Certificate II in Hospitality

VET subject- RTO Number 30438

VET

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

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

The SIT20322 Certificate II in Hospitality course contributes up to 4 points towards a student's QCE.



Pathways

This qualification provides a pathway to work in various hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. Possible career pathways include; Food and beverage attendant, Front office assistant, Catering assistant, Waiter, Bar attendant, Barista.

Assessment

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal), reviews of products. Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 12 units of competency and have completed all 12 service periods for the unit SITHIND007 Use hospitality skills effectively, will be awarded a Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

This is a two-year course delivered in Year 11 & 12 on-site at Sunnybank State High School in a simulated work environment. To attain the SIT20322 Certificate II in Hospitality, all 12 units must be achieved:

- 6 core units + 6 elective units.

NOTE: Students must also complete a minimum of 12 service periods for the unit SITHIND007 Use hospitality skills effectively.

Competencies (CORE)

- BSBTWK201 Work effectively with others
- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills effectively
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural sensitivity
- SITXWHS005 Participate in safe work practices

Competencies (ELECTIVES)

- SITHCCC025 Prepare and present sandwiches
- SITHFAB021 Responsible service of alcohol
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITHFAB025 Prepare and serve espresso coffee
- SITXFSA005 Use hygienic practices for food safety
- SITXFSA006 Participate in safe food handling practices

Mode of Delivery

Face-to-face & simulated training environment utilising on-site training Café Breezeway.

Correct at time of publication but subject to change

BSB20120 Certificate II in Workplace Skills

VET subject- RTO Number 30438

VET

This nationally recognised qualification is a great starting point for students who want to work in business or office environments. It provides a pathway to entry-level jobs or further study while building skills in time management, workplace communication, teamwork, administration, and using technology. Students will complete simple, real-world tasks (like office duties and customer service) to build confidence and develop practical, work-ready skills for your first job.

This qualification provides a pathway to entry-level roles in a variety of business environments, such as offices, retail businesses, government organisations, and corporate workplaces.

The BSB20120 Certificate II in Workplace Skills course contributes up to 4 points towards a student's QCE.



Pathways

Students may wish to undertake further certificate or diploma courses in Business at TAFE. Business competencies are highly regarded in many fields of employment. This course provides foundation knowledge and skills which are useful in most sectors of industry including, government, administration, business services, accounting services, real estate, etc.

Assessment

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal). Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 10 units of competency will be awarded a Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

This is a two-year course delivered in Years 11 & 12 via Qlearn at Sunnybank State High School in a simulated work environment. To attain the BSB20120 Certificate II in Workplace Skills, all 10 units must be achieved:

- 5 core units + 5 elective units.

Competencies (CORE)

- BSBCMM211 Apply communication skills
- BSBOPS201 Work effectively in business environments
- BSBPEF202 Plan and apply time management
- BSBSUS211 Participate in sustainable work practices
- BSBWHS211 Contribute to the health and safety of self and others

Competencies (ELECTIVES)

- BSBOPS203 Deliver a service to customers
- BSBPEF201 Support personal wellbeing in the workplace
- BSBTEC201 Use business software applications
- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBTWK201 Work effectively with others

Mode of Delivery

Face-to-face & online via Qlearn & in simulated work environment.

Correct at time of publication but subject to change

CHC24015 Certificate II in Active Volunteering

VET subject- RTO Number 30438

VET

This nationally recognised qualification is a great starting point for students who are interested in volunteering and making a positive difference in their community. It provides a pathway to entry-level volunteering roles or further study while building skills in teamwork, communication, organisation and working with others in a supportive environment.

Students will complete real-world volunteering tasks to build confidence and develop practical, work-ready skills, including contributing to community activities and supporting others.

This qualification provides a pathway to volunteer roles across a range of community and not-for-profit organisations where students work under supervision and gain valuable experience for future employment or further training.

The course contributes up to 4 points towards a student's QCE.



Pathways

This qualification provides a pathway into volunteer roles and can support entry into the community services sector or further training. Students may choose to continue into certificate courses in community services or related fields at TAFE or other training providers. The skills developed such as teamwork, communication and contributing to community activities are valued across many organisation and can support future employment or ongoing volunteer opportunities.

Assessment

All units are assessed through a variety of instruments, including both written and practical assessments. Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 7 units of competency and have completed their 20 hrs our volunteer work will be awarded a Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

This is a two-year course delivered face-to face at Sunnybank State High School in a simulated work environment. To attain the CHC24015 Certificate II in Active Volunteering, all 7 units must be achieved:

- 4 core units + 3 elective units.

NOTE: To achieve this qualification students must also complete a minimum of 20 hours of volunteer work.

Competencies (CORE)

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

Competencies (ELECTIVES)

- CYCYTH013 Engage respectfully with young people
- FSKNUM014 Calculate with whole numbers
- FSKDIG003 Use digital technology for non-routine workplace texts

Mode of Delivery

Face-to-face & online via Qlearn + volunteering on-site at Sunnybank State High School and through structured work placement.

Correct at time of publication but subject to change

This nationally recognised qualification has been designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

This certificate is suitable for individual students who require:

- A pathway to employment or vocational training
- Reading, writing, numeracy, oral communication and learning skills aligned to the Australian Core Skills Framework (ACSF) level 3
- Entry level digital literacy and employability skills
- A vocational training and employment plan

This qualification provides a pathway to entry-level roles across a range of workplaces, helping students build the essential reading, writing, numeracy, digital, and employability skills needed for further training, study, or getting a job.

The FSK20119 Certificate II in Skills for Work and Vocational Pathways course contributes up to 4 points towards a student's QCE.



Pathways

Students may choose to continue into further certificate courses (such as business or vocational programs) at TAFE or other training providers. The foundation skills developed in this course—reading, writing, numeracy, digital skills, and employability—are valued across many industries and support pathways into a wide range of jobs, training opportunities, and further study.

Assessment

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal). Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 14 units of competency will be awarded a Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

This is a two-year course delivered in Years 10, 11 & 12 via Qlearn at Sunnybank State High School in a simulated work environment. To attain the FSK20119 Certificate II in Skills for Work and Vocational Pathways, all 14 units must be achieved:

- 1 core unit + 13 elective units.

Competencies (CORE)

- FSKLRG011 Use routine strategies for work-related learning

Competencies (ELECTIVES)

- FSKDIG001 Use digital technology for short and basic workplace tasks
- FSKNUM001 Use beginning whole number skills up to 100 for work
- FSKWTG001 Complete personal details on extremely short workplace forms
- FSKWTG008 Complete routine workplace formatted texts
- TLIK2003 Apply keyboard skills
- FSKLRG007 Use strategies to identify job opportunities
- FSKLRG010 Use routine strategies for career planning
- BSBPEF101 Plan and prepare for work readiness
- FSKRDG001 Read and respond to short and simple workplace signs and symbols
- SIRXWHS001 Work safely
- FSKLRG009 Use strategies to respond to routine workplace problems
- FSKRDG008 Read and respond to information in routine visual and graphic texts
- FSKRDG009 Read and respond to routine standard operating procedures

Mode of Delivery

Face-to-face & online via Qlearn

Correct at time of publication but subject to change

Vocational Education and Training (VET)

Third party provider course information 2027

Sunnybank State High School offers a wide range of courses via partnership agreement.

Information on the courses offered via third-party providers at Sunnybank State High School in 2027 is detailed in this section.

SIS20321 Certificate II in Sports Coaching

SIS30321 Certificate III in Fitness

VET Subject – Australian College of Health and Fitness RTO Code:30798

VET

*SIS20321 Certificate II in Sport Coaching- VETiS funded course or \$500 for non-VETiS student fee.

*SIS30321 \$350 additional for VETiS eligible students or \$900 for non-VETiS student fee.

The SIS20321 Certificate in Sports Coaching qualification reflects the role of individuals who apply the skills and knowledge to conduct preplanned coaching sessions with foundation level participants in a specific sport. This qualification is a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry.

Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Students may receive up to 8 credit points towards their QCE upon completion of **these two certificates**.

There are 7 units of competency in SIS20321 Certificate II in Sports Coaching

Competencies (CORE)

- HLTAID011 Provide first aid (not online, delivered as a 1-day face to face course)
- SIRXWHS001 Work safely
- SISSSCO002 Work in a community coaching role

Competencies (CORE)

- HLTAID010 Provide basic emergency support
- HLTAID009 Provide cardiopulmonary resuscitation
- SIXEMR003 Respond to emergency situations
- SISSSCO001 Conduct sport coaching sessions with foundation level participants



Pathways

The SIS20321 Certificate II in Sports Coaching qualification can provide you with a range of different study pathways to other courses in health including:

- Assistant sports coach
- Recreation assistant
- Fitness assistant
- Sports official or referee

Assessment

All units are delivered through flexible online learning, plus hands on workshops. Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 7 units of competency will be awarded a SIS20321 Certificate II in Sports Coaching Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

The SIS20321 Certificate II in Sports Coaching is a 12 -month course delivered in Year 11. This course is delivered online and through hands on workshops. To attain the SIS20321 Certificate II in Sports Coaching, all 7 units must be achieved: * 3 core units + 4 elective units & 60 hours practical experience (recorded in logbooks).

The SIS30321 Certificate III in Fitness is a 12-month course delivered in Year 12 & 20-hours practical experience (recorded in logbooks). This course is delivered online and through hands on workshops. To attain the SIS30321 Certificate III in Fitness, all 15 units of competency must be achieved: * 11 core units + 4 elective units.

Correct at time of publication but subject to change

SIS20321 Certificate II in Sports Coaching

SIS30321 Certificate III in Fitness

VET Subject – Australian College of Health and Fitness RTO Code:30798

VET

*SIS20321 Certificate II in Sport Coaching- VETiS funded course or \$500 for non-VETiS student fee.

*SIS30321 \$350 additional for VETiS eligible students or \$900 for non-VETiS student fee.

Acquire the essential competencies for a career in the fitness industry with the SIS30321 Certificate III in Fitness.

This course prepares you to effectively guide clients towards achieving their health and fitness objectives through exercise instruction, fitness program development, nutrition advice and health and safety adherence. You'll gain practical skills in utilising fitness equipment, understanding client needs, and promoting wellness and active lifestyles.

Students may receive up to 8 credit points towards their QCE upon completion of **these two certificates**.



There are 15 units of competency in SIS30321 Certificate III in Fitness

Competencies (CORE)

- BSBOPS304 Deliver and monitor a service to customers
- BSBPEF301 Organise personal work priorities
- HLTAID011 Provide first aid (not online, delivered as a 1-day face to face course)
- HLTWHS001 Participate in workplace health and safety
- SISFFIT032 Compete pre-exercise screening and service orientation
- SISFFIT033 Complete client fitness assessments
- SISFFIT035 Plan group exercise sessions
- SISFFIT036 Instruct group exercise sessions
- SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
- SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
- SISFFIT052 Provide healthy eating information

Competencies (ELECTIVES)

- BSBXTW301 Work in a team
- SISXEMR003 Respond to emergency situations
- SISXIND011 Maintain sport, fitness and recreation industry knowledge
- BSBSUS211 Participate in sustainable work practices (completed in the SIS20321 Certificate II in Sport Coaching)

Pathways

The SIS30321 Certificate III in Fitness can also provide you with a range of different study pathways to other courses in health including:

- Gym Instructor
- Group Exercise Instructor
- Personal Trainer
- Sports Coach

Assessment

All units are delivered through flexible online learning, plus hands on workshops. Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 15 units of competency will be awarded a SIS20321 Certificate III in Fitness Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

The SIS20321 Certificate II in Sports Coaching is a 12 -month course delivered in Year 11. This course is delivered online and through hands on workshops. To attain the SIS20321 Certificate II in Sports Coaching, all 7 units must be achieved: * 3 core units + 4 elective units & 60 hours practical experience (recorded in logbooks). The SIS30321 Certificate III in Fitness is a 12-month course delivered in Year 12 + 20-hours practical experience (recorded in logbooks). This course is delivered online and through hands on workshops. To attain the SIS30321 Certificate III in Fitness, all 15 units of competency must be achieved: * 11 core units + 4 elective units.

Correct at time of publication but subject to change

HLT23221 Certificate II in Health Support Services

HLT37315 Certificate III in Health Administration

VET Subject – Australian College of Health and Fitness RTO Code:30798

VET

*HLT23221 Certificate II in Health Support Services- VETiS funded course or \$500 for non-VETiS student fee.

*HLT37315 Certificate III in Health Administration \$350 additional for VETiS eligible students or \$900 for non-VETiS student fee.

The HLT23221 Certificate II in Health Support Services qualification provides the knowledge required to undertake a role of a health industry worker, providing support for the effective functioning of health services.

With access and support from leading trainers, you walk away with the knowledge skills and experience in customer service and communication in health and community services, the ability to work with diverse people, compliance with infection prevention and control policies and procedures and knowledge of workplace health and safety.

Students may receive up to 8 credit points towards their QCE upon completion of **these two certificates**.



There are 12 units of competency in HLT23221 Certificate II in Health Support Services

Competencies (CORE)

- CHCCOM005 Communicate in health or community services
- CHCDIV001 Work with diverse people
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety

Competencies (ELECTIVES)

- HLTINF006 Apply basic principles and practices of infection prevention and control
- BSBTEC201 Use business software applications
- BSBOPS203 Deliver a service to customers
- BSBOPS101 Use business resources
- BSBINS201 Process and maintain workplace information
- BSBPEF202 Plan and apply time management
- BSBMED301 Interpret and apply medical terminology appropriately
- CHCCCS020 Respond effectively to behaviours of concern

Pathways

The HLT23221 Certificate II in Health Support Services provides you with a range of different study pathways to other courses in health including:

- Health administration
- Reception roles in medical practices
- Reception roles in hospitals
- Reception roles in allied health professionals such as physiotherapists
- Health administration
- Reception roles in medical practices
- Reception roles in hospitals
- Reception roles in allied health professionals such as physiotherapists

Assessment

All units are delivered through flexible online learning, plus hands on workshops. Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 12 units of competency will be awarded a HLT23221 Certificate II in Health Support Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

The HLT23221 Certificate II in Health Support Services is a 12 -month course delivered in Year 11. This course is delivered online and through hands on workshops. To attain the HLT23221 Certificate II in Health Support Services, all 12 units must be achieved: * 4 core units + 8 elective units & 20 hours practical experience (recorded in logbooks). The HLT37315 Certificate III in Health Administration is a 12-month course delivered in Year 12 This course is delivered online and through hands on workshops. To attain the HLT37315 Certificate III in Health Administration, all 13 units of competency must be achieved: * 5 core units + 8 elective units.

Correct at time of publication but subject to change

HLT23221 Certificate II in Health Support Services

HLT37315 Certificate III in Health Administration

VET Subject – Australian College of Health and Fitness RTO Code:30798

VET

*HLT23221 Certificate II in Health Support Services- VETiS funded course or \$500 for non-VETiS student fee.

*HLT37315 Certificate III in Health Administration \$350 additional for VETiS eligible students or \$900 for non-VETiS student fee.

The HLT37315 Certificate III in Health Administration qualification provides you with skills to use across many healthcare industry jobs that are useful across a range of industries.

Students may receive up to 8 credit points towards their QCE upon completion of **these two certificates**.



There are 13 units of competency in HLT37315 Certificate III in Health Administration

Competencies (CORE)

- CHCCOM005 Communicate in health or community services
- CHCDIV001 Work with diverse people
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- BSBMED301 interpret and apply medical terminology appropriately

Competencies (ELECTIVES)

- BSBMED301 Interpret and apply medical terminology
- BSBTEC301 Design and produce business documents
- BSBINS302 Organise workplace information
- BSBINS402 Coordinate workplace information systems
- BSBOPS101 Use business resources
- BSBOPS203 Deliver a service to customers
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID010 Provide basic emergency life support
- HLTAID011 Provide first aid (not online, delivered as a 1-day face to face course)

(completed in the HLT23221 Certificate II in Health Support Services)

Pathways

The HLT37315 Certificate III in Health Administration provides you with a range of different study pathways to other courses in health including:

- Allied Health Receptionist
- Clinic receptionist
- Dental laboratory assisting
- Health Services Assistance

Assessment

All units are delivered through flexible online learning, plus hands on workshops. Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. Students who are deemed competent in all 13 units of competency will be awarded a HLT37315 Certificate II in Health Administration Qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

Course Duration

The HLT23221 Certificate II in Health Support Services is a 12 -month course delivered in Year 11. This course is delivered online and through hands on workshops. To attain the HLT23221 Certificate II in Health Support Services, all 12 units must be achieved: * 4 core units + 8 elective units & 20 hours practical experience (recorded in logbooks). The HLT37315 Certificate III in Health Administration is a 12-month course delivered in Year 12 This course is delivered online and through hands on workshops. To attain the HLT37315 Certificate III in Health Administration, all 13 units of competency must be achieved: * 5 core units + 8 elective units.

Correct at time of publication but subject to change