

# YEAR 11-12

## SENIOR SUBJECT COURSE GUIDE

**2026**



Principal's Welcome to the Senior School	3
Key Personnel	4
Day Structure	5
Senior Education Profile	6
Senior Subjects Information	7
Vocational Education and Training (VET)	8
Applied and Applied (Essential) Syllabuses	9
General Syllabuses	11
General (Extension) Syllabuses	13
Senior Curriculum Offerings and Pre-requisites	16
QCAA Senior Syllabuses	18
Essential English	19
General English	21
English as an Additional Language	23
Sport & Recreation	25
Physical Education	27
Accounting	29
Ancient History	31
Business	34
Geography	36
Legal Studies	38
Modern History	40
German	44
Japanese	45
General (Senior External Examination) Languages Arabic, Chinese, Indonesian, Korean, Latin, Modern Greek, Polish, Punjabi, Russian, Tamil, Vietnamese	47
Essential Mathematics	70
General Mathematics	72
Mathematical Methods	74
Specialist Mathematics	76
Science In Practice	78
Biology	80
Chemistry	82
Physics	84
Psychology	86
Furnishing Skills	88
Hospitality Practices	90
Information & Communication Technology	92
Design	94
Digital Solutions	96
Engineering	98
Media Arts in Practice	100
Visual Arts in Practice	102
Dance	104
Drama	106
Music	108
Music Extension	110
Visual Art	112
AUR20720 Certificate II in Automotive Vocational Preparation	114
MEM20422 Certificate II in Engineering Pathways	114
CHC34015 Certificate III in Active Volunteering	115
CHC30121 Certificate III in Early Childhood Education and Care	116
SIS30321 Certificate III in Fitness	117
SIT20122 Certificate II in Tourism	118
BSB20120 Certificate II in Workplace Skills	119
BSB30120 Certificate III in Business	120
BSB50120 Diploma of Business	121

## Principal's Welcome to the Senior School

Dear Year 10 Students

Welcome to the Senior Phase of Learning (Years 11 and 12) in your education. Sandgate District State High School's curriculum offerings reflect our vision: expanding the horizon of all students so that you can achieve your goals.

Studying under the Australian Curriculum up until the end of Year 10 has provided you the opportunity to be academically prepared to undertake your senior secondary studies.

The focus of the Senior Phase of Learning is to achieve the Queensland Certificate of Education (QCE) qualification. Senior schooling provides you with the unique opportunity to tailor a learning journey specific to your interests, abilities and career aspirations. This is completed through the Senior Education and Training Plan (SETP) process conducted in Year 10, Term 3.

It is important you choose subjects and courses based on:

- your strengths and abilities
- your interests
- your post-schooling goal (eg university course prerequisites or qualification for a specific job).

The SETP process is rigorous. Heads of Department will provide information about QCE attainment, Years 11 and 12 senior subjects and prerequisites, university entry (including ATAR), vocational education and training options, school-based apprenticeships and traineeships; as well as VETiS funded courses, university subjects studied whilst at school and other opportunities offered by external registered training organisations (eg TAFE).

Actively participate in this process so that **you** can make the best decisions regarding **your** senior phase of learning. Think about **your** future and take positive steps towards ensuring **your** time in Years 11 and 12 is rewarding and prepares you well for **your** desired Year 12 outcome. There are many people at school who are here to support you through this: your Deputy Principal, Guidance Officer, Heads of Department, Senior Schooling department and teachers to name a few.

The higher the level of education you can obtain, the higher the likelihood of starting in a position that will allow you to:

- Build a career
- Access rewarding career pathways and higher wages
- Experience success at future education and training opportunities

This is when important life decisions are being made. Be actively engaged when information is provided, speak to adults in your life you respect and people working in the area you are interested in joining, and above all, take responsibility for the person you wish to become, by making good choices.

I look forward to celebrating your success over the next two years.

Yours sincerely



Andy Stergou, Principal

## KEY PERSONNEL

### EXECUTIVE TEAM 2026

Principal	Mr Andy Stergou
Deputy Principal – Year 7 and Year 10	Mrs Rachel O'Connor
Deputy Principal – Year 8 and Year 12	Mrs Brooke Crouch
Deputy Principal – Year 9	Mrs Tiffany Seeto
Deputy Principal – Year 11	Mr Neil Dargusch
Business Manager	Mrs Kirsten Tuckett

### YEAR LEVEL COORDINATORS 2026

Year 11 Coordinator	Mrs Zena Green
Year 12 Coordinator	Mrs Karen Stockley

### HEADS OF DEPARTMENT

English	Mr Steve Pender
Human Movements	Mr Jonathan Hatch
Hospitality / Early Childhood	Mrs Teresa Ryan
Humanities	Mrs Krista Cameron
Information Technology	Mr Alistair Smith
Industrial Technology and Design	Mr John Dillon
Languages	Mrs Veronica Fullard
Mathematics	Miss Susan Jones
Performing Arts	Mr Ross Crear
Science	Mrs Alison Zinserling
Senior Schooling / VET	Mrs Teresa Ryan
Learning Enhancement	Mrs Leonie Turnbull
Student Culture	Ms Kelly Hartzler
Student Performance	Mrs Beth Oxley

### STUDENT WELFARE PERSONNEL

Guidance Officer	Ms Christelle North
Guidance Officer	Ms Carla Esson
Guidance Officer	Mr Anthony Tencati
Chaplain	Chloe Leyden
School Based Police Officer	Rhys
School Nurse	Dan Ryder
Speech Therapist	Ms Georgia Goodsell
HOSES	Mrs Leonie Turnbull
Senior Schooling Teacher Aide	Mrs Kylie Starr

## Day Structure

The learning day at Sandgate District State High School is structured to commence with a 10 minute Connect class. Students study six subjects in any one semester. Each of these subjects is studied for three 70-minute lessons each week. Additionally, students participate in one period of Connect and one period of sport each week.

**Connect @ Sandgate** is our wellbeing and personal development program. In Year 12 students will learn skills and strategies that empower them to be well equipped to successfully navigate the transition to post school life socially, emotionally and academically.

### Lesson times:

Connect	8.45 am – 8.55 am
Period 1	8.55 am – 10.05 am
Period 2	10.05 am – 11.15 am
M/Tea	11.15 am – 11.45 am
Period 3	11.45 am – 12.55 pm
Lunch	12.55 pm – 1.40 pm
Period 4	1.45 pm – 2.55 pm

## Assessment and Reporting

All students receive an assessment planner within the first two weeks of each semester. This planner assists students to plan their workload to assist them to achieve at their best.

Assessment at Sandgate District State High School is measured against explicitly stated criteria and is supported by classroom preparation and support activities. Students develop their ability to problem-solve, analyse, evaluate, compare and contrast, recall, locate and select relevant information. Every student has the opportunity to *Be Their Best* in assessment tasks and explicit feedback and Academic Mentoring processes assist students to improve future progress.

Students at Sandgate District State High School generally receive a written report 4 times annually. Parents also have the opportunity for scheduled parent teacher interview evenings twice per year. The following reports are offered at Sandgate District State High School:

	Style	Information included
Term 1	Interim progress report	Achievement, Effort and Behaviour ratings
Term 2	Semester 1	Achievement, Effort and Behaviour ratings
Term 3	Interim progress report	Achievement, Effort and Behaviour ratings
Term 4	Semester 2	Achievement, Effort and Behaviour ratings

\*Distribution graphs showing where your child's result sits in relation to the rest of the cohort are available upon request.

\*\*Year 12 students do not receive an interim report for Term 3 or a Semester 2 report.

## Senior Education Profile

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

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

For more information about the SEP see [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Subject Offerings

At Sandgate District State High School, students select six subjects to study. An English, a Mathematics and four elective subjects. Students who participate in an off-site course, may be eligible to enrol in an independent learning option class and study five timetabled subjects. This is only available to students from Year 11, at this stage of Year 10, all students will select six subjects.

## Senior subjects

The QCAA develops senior subject syllabuses — Applied, General, General (Extension) and General (Senior External Examination).

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, students and parents/carers are encouraged to access the relevant senior syllabuses at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects).

## 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

## Underpinning factors

All senior syllabuses are underpinned by:

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

## Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## General syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## VETiS and User Choice Funding

Students undertaking VETiS (VET in Schools), funded by the VET Investment budget, can complete one employment stream qualification at the certificate I or II level. Not all types of certificates are covered by VETiS funding, only those identified in the Priorities Skills List.

Students undertaking a school-based apprenticeship or traineeship may be eligible for funding through User Choice. Students may only undertake one traineeship or apprenticeship through this scheme.

Please be aware that VETiS and User choice funding are undergoing changes for 2026.

## School-based delivery - fees

If a fee is required from an external RTO, students will need to pay all current and outstanding school fees prior to enrolling in the course (a payment plan is acceptable for current fees). Furthermore, deadlines for payment of the course must be met in order for students to remain in the course.

Fee information is provided for every course on offer.

Some of the courses may include excursions which incur an additional cost.

## Unique Students Identifier (USI)

A Unique Student Identifier (USI) must be created by students and supplied to the school before the end of Year 10 and at the time of enrolment for external programs. Failure to provide a USI will result in no recognition for completed units.

A form of ID is required when creating the identifier via [usi.gov.au](https://usi.gov.au). The legal name (without entering in initials for middle names) must be entered when creating a USI.

## 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. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

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

## 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.

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

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

## Course structure

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

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

## Curriculum

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

Schools have autonomy to decide:

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

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

## Assessment

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

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

Schools have autonomy to decide:

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

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

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

## Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

## Summative internal assessment — instrument-specific standards

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

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

## General syllabuses

### Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Assessment

#### Units 1 and 2 assessments

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

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

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

### **Units 3 and 4 assessments**

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

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

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

### **Instrument-specific marking guides**

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

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

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

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

### **External assessment**

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

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

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

## 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.

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

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

## General (Senior External Examination) syllabuses

### Course overview

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

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

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

Students/candidates may enrol in a SEE subject:

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

Senior External Examination subjects are for Year 12 students.

### Students

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)

- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

### **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.**

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

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

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

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

For more information about Senior External Examinations, see [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## **Access Arrangements and Reasonable Adjustments (AARA) including illness and misadventure**

Sandgate District State High school is committed to reducing barriers to success for all students. Tailored supports, including adjustments, are provided as appropriate for students in Year 7-10. Tailored supports ensure all students are supported to demonstrate the full extent and depth of their learning on the same basis as other students. Sandgate District State High School has a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education, the curriculum and school activities on the basis as other students.

Students in Year 11 and 12 access the QCAA Access Arrangements and Reasonable Adjustments (AARA) process. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition, or other

circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the QCE and QCIA policy and procedures handbook.

Illness and misadventure	Permanent, temporary or intermittent conditions
<p>In the case of unforeseen illness or misadventure, students and parents/carers must contact the <a href="mailto:aara@sandgatedshs.eq.edu.au">aara@sandgatedshs.eq.edu.au</a> email as soon as possible and submit the relevant supporting documentation. Applications may be accepted up to 7 days after the relevant due date.</p>	<p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal's delegate. Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul>

## Year 11 Subject Pre-requisites

Subject Name	Subject Type	Pre-requisites	Faculty Responsible	Head of Department
Accounting	General	C in Year 10 English and Mathematics	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Ancient History	General	C in Year 10 English	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Biology	General	B in Year 10 Science, B in Year 10 English, C in Year 10 Mathematics	Science	Alison Zinserling <a href="mailto:azins1@eq.edu.au">azins1@eq.edu.au</a>
Business	General	C in Year 10 English	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Certificate II in Automotive Vocational Preparation	VET	C in Year 10 TMT/TES	Industrial Technology & Design	John Dillon <a href="mailto:jdill36@eq.edu.au">jdill36@eq.edu.au</a>
Certificate II in Engineering Pathways	VET	C in Year 10 TMT/TES *incompatible with Formula Student	Industrial Technology & Design	John Dillon <a href="mailto:jdill36@eq.edu.au">jdill36@eq.edu.au</a>
Certificate II in Tourism	VET	Nil	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Certificate III in Active Volunteering	VET	Nil	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Certificate III in Business	VET	C in Year 10 English	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Certificate III in Early Childhood Education and Care	VET	Nil	Senior Schooling	Teresa Ryan <a href="mailto:tryan135@eq.edu.au">tryan135@eq.edu.au</a>
Certificate III in Fitness	VET	C in Year 10 English	Human Movements	Jonathan Hatch <a href="mailto:jhatc21@eq.edu.au">jhatc21@eq.edu.au</a>
Certificate II in Workplace Skills	VET	Nil	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Chemistry	General	B in Year 10 Science, B in Year 10 English, C in Year 10 Mathematics	Science	Alison Zinserling <a href="mailto:azins1@eq.edu.au">azins1@eq.edu.au</a>
Dance	General	C in Year 10 English and Dance	The Arts	Ross Crear <a href="mailto:rgcre0@eq.edu.au">rgcre0@eq.edu.au</a>
Design	General	C in Year 10 English	Industrial Technology & Design	John Dillon <a href="mailto:jdill36@eq.edu.au">jdill36@eq.edu.au</a>
Digital Solutions	General	C in Year 10 English and Digital Technology	Information Technology	Alastair Smith <a href="mailto:asmit520@eq.edu.au">asmit520@eq.edu.au</a>
Diploma of Business	VET	B in Year 10 English	Humanities	Krista Cameron <a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Drama	General	C in Year 10 English and Drama	The Arts	Ross Crear <a href="mailto:rgcre0@eq.edu.au">rgcre0@eq.edu.au</a>
Engineering	General	C in Year 10 Mathematics and Science	Industrial Technology & Design	John Dillon <a href="mailto:jdill36@eq.edu.au">jdill36@eq.edu.au</a>
English	General	C average in each Term & Semester of Year 10 English	English	Steven Pender <a href="mailto:spend3@eq.edu.au">spend3@eq.edu.au</a>
English as an Additional Language	General	C average in each Term and Semester of Year 10 English and completion of Eligibility Statement.	English	Steven Pender <a href="mailto:spend3@eq.edu.au">spend3@eq.edu.au</a>
Essential English	Applied	Nil	English	Steven Pender <a href="mailto:spend3@eq.edu.au">spend3@eq.edu.au</a>
Essential Mathematics	Applied	Nil	Mathematics	Susan Jones <a href="mailto:sjone167@eq.edu.au">sjone167@eq.edu.au</a>

Furnishing Skills	Applied	Cin Year 10 TMT	Industrial Technology & Design	John Dillon	<a href="mailto:jdill36@eq.edu.au">jdill36@eq.edu.au</a>
General Mathematics	General	C in Year 10 Mathematics	Mathematics	Susan Jones	<a href="mailto:sjone167@eq.edu.au">sjone167@eq.edu.au</a>
Geography	General	C in Year 10 English	Humanities	Krista Cameron	<a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
German	General	C in Year 10 English and German	Languages	Veronica Fullard	<a href="mailto:vfull1@eq.edu.au">vfull1@eq.edu.au</a>
Hospitality Practices	Applied	Nil	Senior Schooling	Teresa Ryan	<a href="mailto:tryan135@eq.edu.au">tryan135@eq.edu.au</a>
Information and Communication Technology	Applied	Nil	Information Technology	Alastair Smith	<a href="mailto:asmit520@eq.edu.au">asmit520@eq.edu.au</a>
Japanese	General	C in Year 10 English and Japanese	Languages	Veronica Fullard	<a href="mailto:vfull1@eq.edu.au">vfull1@eq.edu.au</a>
Legal Studies	General	C in Year 10 English	Humanities	Krista Cameron	<a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Mathematical Methods	General	B in Year 10 Mathematics	Mathematics	Susan Jones	<a href="mailto:sjone167@eq.edu.au">sjone167@eq.edu.au</a>
Media Arts in Practice	Applied	Nil	The Arts	Ross Crear	<a href="mailto:rgcre0@eq.edu.au">rgcre0@eq.edu.au</a>
Modern History	General	C in Year 10 English	Humanities	Krista Cameron	<a href="mailto:kcame34@eq.edu.au">kcame34@eq.edu.au</a>
Music	General	C in Year 10 English and Music. Perform on an instrument or sing	The Arts	Ross Crear	<a href="mailto:rgcre0@eq.edu.au">rgcre0@eq.edu.au</a>
Physical Education	General	C in Year 10 English	Human Movements	Jonathan Hatch	<a href="mailto:jhatc21@eq.edu.au">jhatc21@eq.edu.au</a>
Physics	General	B in Year 10 Science, B in Year 10 English, B in Year 10 Mathematics	Science	Alison Zinserling	<a href="mailto:azins1@eq.edu.au">azins1@eq.edu.au</a>
Psychology	General	B in Year 10 Science, B in Year 10 English, C in Year 10 Mathematics	Science	Alison Zinserling	<a href="mailto:azins1@eq.edu.au">azins1@eq.edu.au</a>
Science in Practice	Applied	Nil	Science	Alison Zinserling	<a href="mailto:azins1@eq.edu.au">azins1@eq.edu.au</a>
Specialist Mathematics	General	B in Year 10 Mathematics	Mathematics	Susan Jones	<a href="mailto:sjone167@eq.edu.au">sjone167@eq.edu.au</a>
Sport and Recreation	Applied	Nil	Human Movements	Jonathan Hatch	<a href="mailto:jhatc21@eq.edu.au">jhatc21@eq.edu.au</a>
Visual Art	General	C in Year 10 English, B in Year 10 Visual Art/Media Art	The Arts	Ross Crear	<a href="mailto:rgcre0@eq.edu.au">rgcre0@eq.edu.au</a>
Visual Arts in Practice	Applied	Nil	The Arts	Ross Crear	<a href="mailto:rgcre0@eq.edu.au">rgcre0@eq.edu.au</a>

Final subject offerings each year may vary depending on student numbers and school resourcing considerations.

Students who have not met the pre-requisite for a subject on their Year 10, Semester 1 Report will not be offered a place in the subject at SET planning in term 3. Students who have not achieved a pre-requisite can work with their SET planning case manager to develop a plan to achieve the required result on their Semester 2 Report. Enrolment in the subject will be completed once the pre-requisite has been achieved, subject to availability of space in the subject at that time.

# QCAA senior syllabuses

## English

### Applied

- Essential English

### General

- English
- English as an Additional Language

## Humanities and Social Sciences

### General

- Accounting
- Ancient History
- Business
- Geography
- Legal Studies
- Modern History

## Mathematics

### Applied

- Essential Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Technologies

### Applied

- Furnishing Skills
- Hospitality Practices
- Information & Communication Technology

### General

- Design
- Digital Solutions
- Engineering

## Health and Physical Education

### Applied

- Sport & Recreation

### General

- Physical Education

## Languages

### General

- German
- Japanese

### General (Senior External Examination)

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

## Sciences

### Applied

- Science in Practice

### General

- Biology
- Chemistry
- Physics
- Psychology

## The Arts

### Applied

- Media Arts in Practice
- Visual Arts in Practice

### General

- Dance
- Drama
- Music
- Visual Art

### General (Extension)

- Music Extension

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.

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# English as an Additional Language

## General senior subject

General

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

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

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

within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

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

## Pathways

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

## Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Sport & Recreation

## Applied senior subject

Applied

**COST:** Camp/excursion – approx. \$300/year.

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

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

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

rhythmic and expressive movement activities.

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community 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><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Planning and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

# Physical Education

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

# Accounting

## General senior subject

General

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Ancient History

## General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Business

## General senior subject

General

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

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

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

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

by communication, leadership, creativity and sophistication of thought.

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

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

## Pathways

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

## Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies

- create responses that communicate meaning to suit audience, context and purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

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

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

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

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the

environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

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

## Pathways

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

## Objectives

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

- explain geographical processes
- comprehend geographic patterns

- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• African-American civil rights movement since 1954 (judgment in <i>Brown v. Board of Education</i> delivered) • Environmental movement since the 1960s ( <i>Silent Spring</i> published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).  • Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

## Assessment

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

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

### Summative assessments

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

# German

## General senior subject

General

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

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from German-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to

develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

### Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Meine Welt — My world</b> <ul style="list-style-type: none"> <li>Family/carers</li> <li>Peers</li> <li>Education</li> </ul>	<b>Unsere Welt erkunden — Exploring our world</b> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social customs</li> <li>German influences around the world</li> </ul>	<b>Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity</b> <ul style="list-style-type: none"> <li>Lifestyles and leisure</li> <li>The arts, entertainment and sports</li> <li>Groups in society</li> </ul>	<b>Meine Gegenwart; meine Zukunft — My present; my future</b> <ul style="list-style-type: none"> <li>The present</li> <li>Future choices</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Japanese

## General senior subject

General

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし — My world</b> <ul style="list-style-type: none"> <li>Family/carers</li> <li>Peers</li> <li>Education</li> </ul>	<b>私達の世界をたんけんする — Exploring our world</b> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social customs</li> <li>Japanese influences around the world</li> </ul>	<b>私達の社会、文化とアイデンティティ — Our society; culture and identity</b> <ul style="list-style-type: none"> <li>Lifestyles and leisure</li> <li>The arts, entertainment and sports</li> <li>Groups in society</li> </ul>	<b>私の現在と将来 — My present; my future</b> <ul style="list-style-type: none"> <li>The present</li> <li>Future choices</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Senior External Examination — Languages

SEE

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.

# Arabic

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

The study of Arabic provides students/candidates with the ability to understand and use a language that is spoken by over 250 million people in 22 countries worldwide. It is the official language of the Arab world, which includes countries of the Middle East, North Africa, and the Gulf region, and is one of the official languages of the United Nations.

Learning and using an additional language contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It enables students/candidates to examine influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It also enables them to examine the nature of language and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The language to be studied and assessed is Modern Standard Arabic, which is used throughout Arabic-speaking countries and Arabic-speaking communities in Australia. It is the official language taught worldwide.

### Pathways

Arabic is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Arabic provides students/candidates with enhanced

vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, international relations, the arts and education.

### Objectives

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

- exchange meaning in a spoken interaction in Arabic
- interpret information from two texts on the same sub-topic presented in Arabic, and respond in writing in Arabic and in English
- present information, concepts and ideas in writing in Arabic on the selected sub-topic and for a specific audience and purpose
- respond in writing in Arabic to spoken, written or visual texts presented in Arabic
- analyse and use information from written, spoken or visual texts to produce an extended written response in Arabic
- explain information, ideas and concepts orally in Arabic to a specific audience about an aspect of culture within communities where Arabic is spoken
- participate in a spoken exchange in Arabic to resolve a personal issue
- interpret information from texts and write responses in Arabic
- express ideas in a personal, informative or imaginative piece of writing in Arabic
- share information, ideas and opinions in a spoken exchange in Arabic

- analyse information from written, spoken and viewed texts for use in a written response in Arabic
- present information, concepts and ideas in evaluative or persuasive writing on an issue in Arabic.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>The individual</b> <ul style="list-style-type: none"> <li>• Personal identity and lifestyles</li> <li>• Relationships</li> </ul>	<b>The Arabic-speaking communities</b> <ul style="list-style-type: none"> <li>• The Arabic cultural heritage</li> <li>• Living in an Arab community</li> </ul>	<b>The world around us</b> <ul style="list-style-type: none"> <li>• Historical and contemporary people and events</li> <li>• Global and contemporary society</li> <li>• Communication and media</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>• Aspirations, education and careers</li> <li>• The influence of science and technology</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Arabic.

The General senior external examination syllabus in Arabic is based on the *Victorian Certificate of Education Arabic Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

### Summative assessments

Unit 3	Unit 4
Summative external examination 1 (SEE 1): Oral	25%
Summative external examination 2 (SEE 2): Written	75%

# Chinese

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

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

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

Students/candidates may write responses in full form characters.

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

This syllabus cannot be studied in conjunction with the *Chinese General Senior Syllabus 2019* and/or the *Chinese Extension General Senior Syllabus 2020*.

## Pathways

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

## Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>我的世界</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>探索世界</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Chinese culture to the world</li> </ul>	<b>社会现象</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Individuals in society</li> </ul>	<b>我的未来</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Future pathways, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

### Summative assessments

Unit 3	Unit 4
Summative external examination 1 (SEE 1): Extended response	25%
Summative external examination 2 (SEE 2): Combination response	75%

# Indonesian

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Duniaku</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>Menjelajahi dunia kita</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Indonesian culture to the world</li> </ul>	<b>Masyarakat kita</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>Masa depan saya</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Future pathways, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

### Summative assessments

Unit 3	Unit 4
Summative external examination 1 (SEE 1): Extended response	25%
Summative external examination 2 (SEE 2): Combination response	75%

# Korean

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

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

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

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

### Pathways

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

science, technology, sociology and education.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>나의 삶</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>우리가 사는 세상</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Korean culture to the world</li> </ul>	<b>우리 사회</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>나의 미래</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Future pathways, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

### Summative assessments

Unit 3	Unit 4
Summative external examination 1 (SEE 1): Extended response	25%
Summative external examination 2 (SEE 2): Combination response	75%

# Latin

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

The study of Latin provides students/candidates with access, not only to the culture, thought and literature of Ancient Rome, but also to the continuing influence of Latin on languages, cultures, literatures and traditions. It helps students/candidates explore social, moral and political value systems and the way in which Roman concepts have influenced Western ways of thinking.

The study of Latin has great value in helping students/candidates develop an understanding of language. The very nature of the Latin language — with its inflections, its word order and its strict attention to relationships between words and sentences — compels students/candidates to think seriously about language in general. The capacity to translate and articulate in one's own language the thoughts, ideas and actions in another language is a mental discipline in the study of language and communication.

In an English-speaking country the benefits of learning Latin are enhanced by the fact that the Latin language significantly influenced the development of English. A background in Latin expands students'/candidates' English vocabulary and improves comprehension and use of English grammar. English vocabulary is strengthened through the study of the Latin origins of English derivatives.

Students/candidates may find that their work in Latin will help them in writing papers, studying, understanding the hidden meanings behind words, and personal expression

The study of the Latin language also gives students/candidates an advantage in learning other foreign languages because they have enhanced their familiarity with

grammatical terminology and complex linguistic structures.

The language to be studied and assessed is Latin, and is defined as the language of the literature from the Classical period c. 100 BCE to c. 100 CE.

### Pathways

Latin is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Latin can establish a basis for further education and employment in many professions and industries.

In particular, studying Latin provides students/candidates with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Courses in Classics, Ancient History and Archaeology, from undergraduate studies through to postdoctoral research, have direct links with the study of Latin. The study of Latin vocabulary, language and literature links with tertiary courses in literature, linguistics, languages (English and languages other than English), medicine, the sciences and law. The underpinning factors developed in the study of Latin provide components valued in a range of industries.

### Objectives

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

- understand seen and unseen texts written in the original Latin
- understand the linguistic and stylistic features and the cultural references in prescribed Latin texts

- understand the prescribed texts as works of literature in terms of the author's purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mythology and passion — tales, torments and treachery	Roman society and values	The world of Aeneas — a detailed study of poetry	Cicero and oratory — a detailed study of prose

## Assessment

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

In Units 3 and 4 students/candidates will complete *one* summative external assessment at the end of the year, after the completion of the course of study. This assessment will determine the student's/candidate's result in this subject.

**The external assessment will be based on the subject matter and prescribed texts from Units 3 and 4.** For details, see the QCAA General senior external examination syllabus in Latin, which is based on the *Latin Continuers Stage 6 Syllabus*, developed and published by the NSW Education Standards Authority (NESA).

Summative external assessment for this subject is developed and marked by the NSW Education Standards Authority (NESA), according to a commonly applied marking scheme.

The external assessment contributes 100% to the student's/candidate's result in Latin.

### Summative assessments

Unit 3	Unit 4
Summative external assessment: Examination — written combination response	
	100%

# Modern Greek

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

Modern Greek focuses on participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in Greek on a range of themes and topics. Students/candidates develop and extend skills in listening, speaking, reading, writing and viewing in Greek in a range of contexts and develop cultural understanding in interpreting and creating language.

Learning and using an additional language contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students/candidates to examine influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It also enables them to examine the nature of language and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The language to be studied and assessed is the modern standard version of Greek.

Students/candidates are expected to know that dialects exist; however, they are not required to study them.

### Pathways

Modern Greek is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Greek

provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

### Objectives

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

- exchange meaning in a spoken interaction in Greek
- interpret information from two texts on the same sub-topic presented in Greek, and respond in writing in Greek and in English
- present information, concepts and ideas in writing in Greek on the selected sub-topic and for a specific audience and purpose
- respond in writing in Greek to spoken, written or visual texts presented in Greek
- analyse and use information from written, spoken or visual texts to produce an extended written response in Greek
- explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken
- interpret information from texts and write responses in Greek
- express ideas in a personal, informative or imaginative piece of writing in Greek
- share information, ideas and opinions in a spoken exchange in Greek
- analyse information from written, spoken and viewed texts for use in a written response in Greek

- present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>The individual</b> <ul style="list-style-type: none"> <li>• Personal identity and lifestyles</li> <li>• Relationships</li> </ul>	<b>The Greek-speaking communities</b> <ul style="list-style-type: none"> <li>• The Greek cultural heritage</li> <li>• Living in a Greek community</li> </ul>	<b>The world around us</b> <ul style="list-style-type: none"> <li>• Historical and contemporary people and events</li> <li>• Global and contemporary society</li> <li>• Communication and media</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>• Aspirations, education and careers</li> <li>• The influence of science and technology</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Greek.

The General senior external examination syllabus in Greek is based on the *Victorian Certificate of Education Greek Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

### Summative assessments

Unit 3	Unit 4
Summative external examination 1 (SEE 1): Oral	25%
Summative external examination 2 (SEE 2): Written	75%

# Polish

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

Polish is a major Slavic language and one of the most widely spoken languages in Eastern Europe. It is a language of economic importance to Australia and the world, and is one of the official languages of the EU.

Knowledge of Polish gives access to a rich heritage that has contributed to many fields of endeavour. Polish movements have influenced areas that include literature, science and technology, music, the visual arts, theatre and film, architecture, social sciences, exploration, politics.

Australia has a long and continuing tradition of Polish immigration and the Polish community is one of Australia's largest community groups. There are large numbers of Polish-speaking people living in Queensland, chiefly around Brisbane, Townsville, the Sunshine Coast and the Gold Coast.

The language to be studied and assessed is the modern standard or official version of Polish. Students/candidates should be aware of different levels of language, including formal and informal language, some colloquialisms, and slang.

Students/candidates are expected to know that dialects exist; however, they are not required to study them.

### Pathways

Polish is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Polish provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

### Objectives

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

- interact with others to exchange information, ideas, opinions and experiences in Polish
- create texts in Polish to express information, feelings, ideas and opinions
- analyse texts that are in Polish to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>The individual</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Leisure and interests</li> </ul>	<b>The Polish-speaking communities</b> <ul style="list-style-type: none"> <li>Visiting Poland</li> <li>Famous people in science, art, literature and music</li> <li>Legends and significant historical events</li> </ul>	<b>The changing world</b> <ul style="list-style-type: none"> <li>Social issues</li> <li>Migration in the past and present</li> <li>Polish customs and traditions</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>Education and aspirations</li> <li>The world of work</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Polish.

The General senior external examination syllabus in Polish is based on the *Nationally Assessed Languages Continuers Level Subject Outline* for Polish, developed and published by the South Australian Certificate of Education (SACE) Board of South Australia.

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set by a panel appointed by the South Australian Certificate of Education (SACE) Board of South Australia, and marked by assessors appointed by the SACE Board.

### Summative assessments

Unit 3	Unit 4
Summative external assessment 1 (EA1): Oral examination	25%
Summative external assessment 2 (EA2): Written examination	75%

# Punjabi

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

The study of Punjabi contributes to the overall education of students/candidates, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Approximately 120 million people, the majority of whom live in India and Pakistan, speak Punjabi. A large number of Punjabis who speak this language have settled in the United States, Canada, Britain, Australia, Malaysia, Singapore, Japan, Hong Kong, Fiji and other countries. Knowledge of modern standard Punjabi provides a foundation for understanding the innumerable regional variants and various styles of spoken Punjabi, which are found both within and outside the subcontinent.

The study of Punjabi provides students/candidates with access to a rich and diverse cultural tradition developed over a long period of time. This tradition includes poetry, prose, philosophy, traditional folk dance, film, music and meditation.

The language to be studied and assessed is modern standard Punjabi. The written form is in the Gurmukhi script. Punjabi is the language of two Punjabs, one in India and the other in Pakistan. It is the official language of the Indian state of Punjab and is the second language in the neighbouring states to the Punjab (including the capital of India, New Delhi).

### Pathways

Punjabi is a General externally assessed subject suited to students/candidates who are

interested in pathways that lead to tertiary studies, vocational education or work. A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Punjabi provide students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

### Objectives

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

- establish and maintain a written or spoken exchange related to personal areas of experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to text focusing on real or imaginary experience
- participate in a written or spoken exchange related to making arrangements and completing transactions
- listen to, read, and extract and use information from written and spoken texts
- give expression to real or imaginary experience in written or spoken form
- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences

- analyse and use information from written texts
- respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>The individual</b> <ul style="list-style-type: none"> <li>Personal world</li> <li>Arts and entertainment</li> </ul>	<b>The Punjabi-speaking communities</b> <ul style="list-style-type: none"> <li>Visiting a Punjabi-speaking community</li> <li>Lifestyles</li> <li>Historical perspectives</li> </ul>	<b>The changing world</b> <ul style="list-style-type: none"> <li>Social issues</li> <li>Scientific and technological issues</li> <li>Personal opinions and values</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>Education and aspirations</li> <li>The world of work</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Punjabi.

The General senior external examination syllabus in Punjabi is based on the *Victorian Certificate of Education Punjabi Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

### Summative assessments

Unit 3	Unit 4
Summative external assessment 1 (EA1): Oral examination	25%
Summative external assessment 2 (EA2): Written examination	75%

# Russian

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

The study of Russian contributes to the overall education of students/candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Russian develops a student's/candidate's ability to understand and use a significant world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also one of the official languages of international organisations such as the United Nations and UNESCO.

The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences.

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected.

### Pathways

Russian is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Russian provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

### Objectives

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

- establish and maintain a written or spoken exchange related to personal areas of experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to a text focusing on real or imaginary experience
- participate in a written or spoken exchange related to making arrangements and completing transactions
- listen to, read, and extract and use information from written and spoken texts
- give expression to real or imaginary experience in written or spoken form
- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences
- analyse and use information from written texts

- respond critically to spoken and written texts that reflect aspects of the language

and culture of Russian-speaking communities.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>The individual</b> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Leisure and lifestyle</li> </ul>	<b>The Russian-speaking communities</b> <ul style="list-style-type: none"> <li>• Visiting Russia</li> <li>• Arts and entertainment</li> </ul>	<b>The changing world</b> <ul style="list-style-type: none"> <li>• Social issues</li> <li>• Environmental issues</li> <li>• Lifestyles</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>• Education and aspirations</li> <li>• The world of work</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Russian.

The General senior external examination syllabus in Russian is based on the *Victorian Certificate of Education Russian Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

### Summative assessments

Unit 3	Unit 4
Summative external assessment 1 (EA1): Oral examination	25%
Summative external assessment 2 (EA2): Written examination	75%

# Tamil

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

The study of Tamil contributes to the overall education of students/candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Tamil is widely spoken in Southern India and Sri Lanka. It is also the language of many Tamils who have migrated to different parts of the world, including Malaysia and Singapore, and in more recent times Canada, France, Germany, the UK and Australia.

Tamil is one of the oldest languages in the world. The study of Tamil provides access to an important cultural and linguistic heritage.

The language to be studied and assessed is the modern standard version of Tamil.

Centuries of influence from other cultures and religions has resulted in numerous borrowings of words from other languages that have become an acceptable part of Tamil usage. Examples include

புத்தகம் சின்னல் அலுமாரி.

There are also common borrowings from English in fields such as music, science and technology. As a result of the scattering of Tamil speakers across the world, there are some marked variations in the spoken language. These variations may surface in different social situations and are acceptable, provided they occur in the appropriate context.

## Pathways

Tamil is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Tamil provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

## Objectives

The student should be able to achieve the following objectives:

- Objective 1: Exchange information, opinions and experiences in Tamil.
- Objective 2: Express ideas through the production of original texts in Tamil.
- Objective 3: Analyse, process and respond to texts that are in Tamil.
- Objective 4: Understand aspects of the language and culture of Tamil-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Tamil and English.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>The individual</b> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• The arts and entertainment</li> </ul>	<b>The Tamil-speaking communities</b> <ul style="list-style-type: none"> <li>• Travel and tourism in a Tamil-speaking country</li> <li>• Culture and traditions</li> <li>• The past and present</li> </ul>	<b>The changing world</b> <ul style="list-style-type: none"> <li>• Changing lifestyles</li> <li>• Status of women</li> <li>• Personal views and opinions</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>• Education and aspirations</li> <li>• The world of work</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Tamil.

The General senior external examination syllabus in Tamil is based on the *Victorian Certificate of Education Tamil Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

### Summative assessments

Unit 3	Unit 4
Summative external assessment 1 (EA1): Oral examination	25%
Summative external assessment 2 (EA2): Written examination	75%

# Vietnamese

## General senior external examination subject

SEE

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thế giới của tôi</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>Khám phá thế giới của chúng ta</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Vietnamese culture to the world</li> </ul>	<b>Xã hội của chúng ta</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>Tương lai của tôi</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Future pathways, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external examinations at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

### Summative assessments

Unit 3	Unit 4
Summative external examination 1 (SEE 1): Extended response	25%
Summative external examination 2 (SEE 2): Combination response	75%

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# General Mathematics

## General senior subject

General

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

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

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

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

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

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

transferring their knowledge, they develop a mathematical mindset.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

**COST:** Students will be required to purchase their own graphics calculator (Texas Instruments). The cost is approximately \$203 when purchased new. Second hand calculators may be sourced by the students and are acceptable.

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

## Assessment

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

**COST:** Students will be required to purchase their own graphics calculator (Texas Instruments). The cost is approximately \$203 when purchased new. Second hand calculators may be sourced by the students and are acceptable.

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

# Science in Practice

## Applied senior subject

Applied

**COST:** Purchase of resources for project approx. \$10 and excursions approx. \$50

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

## 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"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Biology

## General senior subject

General

**COST:** Excursion approx. \$60

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

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

Biology aims to develop students':

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

quantitative data and the interpretation of evidence

- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Chemistry

## General senior subject

General

**COST:** Excursion – no excursion costs

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

Chemistry aims to develop students':

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Physics

## General senior subject

General

**COST:** Excursion – no excursion costs

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

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

Physics aims to develop students':

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Psychology

## General senior subject

General

**COST:** Excursion approx. \$20

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

Psychology aims to develop students':

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Furnishing Skills

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Furnishing Skills is a four-unit course of study.

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

## Assessment

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

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

# Hospitality Practices

## Applied senior subject

**COST:** Cooking ingredients approximately \$15 per week with staple ingredients from home

Applied

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

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

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to

recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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

## Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option D	Casual dining
Unit option E	Formal dining

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: menu item  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: delivery of event  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Information & Communication Technology

## Applied senior subject

Applied

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

# Design

## General senior subject

General

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

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

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

Students will learn how design has influenced the economic, social and cultural

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

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

## Pathways

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

## Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions

with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

## Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

## Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and 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
<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

# Engineering

## General senior subject

General

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.

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

## Assessment

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

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

### Summative assessments

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

# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly

adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Dance

## General senior subject

General

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

## Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?	<b>Moving statements</b> How is dance used to communicate viewpoints?	<b>Moving my way</b> How does dance communicate meaning for me?

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

# Drama

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience?	<b>Reflect</b> How is drama shaped to reflect lived experience?	<b>Challenge</b> How can we use drama to challenge our understanding of humanity?	<b>Transform</b> How can you transform dramatic practice?

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Practice-led project	35%
Summative internal assessment 2 (IA2): • Dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

# Music

## General senior subject

General

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

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Music Extension

## General senior subject

General

**Music Extension is a two-unit subject, for students who are achieving a B or higher in Music through Units 1 and 2. Students begin the study of Music Extension in Week 5 of Term 4, Year 11.**

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

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

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

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

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

Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

## Pathways

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

## Objectives

### Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

### Specialist objectives

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

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

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

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

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

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## Assessment

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

**Note:** The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

### Summative assessments — Composition specialisation

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

### Summative assessments — Musicology specialisation

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

### Summative assessments — Performance specialisation

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

# Visual Art

## General senior subject

General

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

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

### Pathways

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

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

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

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

## **AUR20720 Certificate II in Automotive Vocational Preparation**

## **MEM20422 Certificate II in Engineering Pathways**

Enrolment in the vocational qualifications and accredited courses listed on this page will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications.

Sandgate District State High School will finalise its delivery arrangements with the Skills Assure Supplier (SAS) before confirming Career Ready VET enrolments for 2026.

The changes to government-funded VET delivery must be taken into consideration for all new VET enrolments of Years 11 and 12 students in 2026. As such, Sandgate District State High School is accepting expressions of interest (not enrolments) from students at this stage for these two qualifications.

# Sandgate District State High School

RTO number: 30432

## CHC34015 Certificate III in Active Volunteering

### Qualification description

This course develops valuable workplace knowledge and employability skills in a volunteer placement at a local (non-profit) organisation of own choice. It develops pathways into a broad range of industry areas including community service, sport and recreation, health, emergency services and human rights/justice sectors. The course assists students in the transition from school to life in employment and the community through the development of workplace networks.

To achieve this qualification, the student must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training.

### Duration and location

This is a two-year course delivered in Years 11 and 12 delivered on site at Sandgate District State High School.

### Course units

To attain a CHC34015 Certificate III in Active Volunteering, 10 units of competency must be achieved.

Unit code	Title
HLTWHS001	Participate in workplace health and safety
CHCVOL001	Be an effective volunteer
CHCDIV001	Work with diverse people
CHCCOM002	Use communication to build relationships
CHCLEG001	Work legally & ethically
BSBWOR301	Organise personal work priorities and development
HLTFSE001	Follow basic food safety practices
CHCGRP001	Support group activities
BSBTEC303	Create electronic presentations
SITHFAB021	Provide responsible service of alcohol
Disclaimer: Information is correct at the time of publication. Subject to change.	

### Third party arrangement

The unit SITHFAB021 Provide responsible service of alcohol will be delivered and assessed by Training Direct Australia (Ph: 1800 685 988).

Training Direct Australia will issue a Statement of Attainment upon successful completion of this unit.

This will be recorded as a credit transfer on the student's record for CHC34015 Certificate III in Active Volunteering.

### RTO obligation

We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification.

These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

RSA course – approximately \$50 per person

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a volunteering work environment as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in a real volunteering environment.

### Pathways

This qualification may articulate into:

- volunteer work within a broad range of industry areas, including community service, sport and recreation, health, emergency services, and human rights/justice sectors.
- work as an experienced volunteer, under the direction of others with either direct or indirect supervision to lead other volunteer workers.

# Deception Bay State High School

External RTO number: 30380

## CHC30121 Certificate III in Early Childhood Education and Care

### Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children.

Refer to training.gov.au for specific information about the qualification.

### Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Sandgate District State High School in partnership with Deception Bay State High School.

### Course units

To attain a CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved.

Unit code	Title
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRP003	Reflect on and improve own professional practice (complete mini booklet)
CHCECE031	Support children's health, safety and wellbeing
HLTWHS001	Participate in workplace health and safety
HLTFSE001	Follow basic food safety practices
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE030	Support inclusion and diversity
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
Disclaimer: Information is correct at the time of publication. Subject to change.	

### Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Deception Bay State High School.

Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a Record of Results by Deception Bay State High School.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Deception Bay State High School.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

The cost of this course is approximately \$200 - the full amount must be paid by the end of Term 1 2026.

### Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are required to complete 160 hours of structured workplace learning:

- 30 hours birth – 2 years (babies)
- 30 hours 2–3 years (toddler)
- 60 hours 3–5 years (preschool).

Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit. These hours can be completed within your structured workplace learning.

The school will assist in organising work placements for students. However, students may also source their own placements, which will need to be approved by the school RTO.

### Pathways

This qualification may articulate into:

- Diploma in Early Childhood Education and Care
- work in the industry as a childcare assistant, nanny or after school hours care worker.

# Binnacle Training

External RTO number: 31319

## SIS30321 Certificate III in Fitness

### Qualification description

This is an entry level qualification for students wishing to commence a career in the Fitness Industry. It will give you the opportunity to become a Gym Instructor. This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Sandgate District State High School in partnership with Binnacle Training.

### Course units

To attain a SIS30321 Certificate III in Fitness, 15 units of competency must be achieved.

Unit code	Unit Title	Core / Elective
BSBOPS304	Deliver and monitor a service to customers	CORE
BSBPEF301	Organise personal work priorities	CORE
HLTAID011	Provide First Aid	CORE
HLTWHS001	Participate in workplace health and safety	CORE
SISFFIT032	Complete pre-exercise screening and service orientation	CORE
SISFFIT033	Complete client fitness assessments	CORE
SISFFIT035	Plan group exercise sessions	CORE
SISFFIT036	Instruct group exercise sessions	CORE
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	CORE
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	CORE
SISFFIT052	Provide healthy eating information	CORE
SISXEMR001	Respond to emergency situations	ELECTIVE - LISTED
BSBSUS211	Participate in sustainable work practices	ELECTIVE - LISTED
SISXIND011	Maintain sport, fitness and recreation industry knowledge	ELECTIVE - General
SISXCCS004	Provide quality service	ELECTIVE - General
Disclaimer: Information is correct at the time of publication. Subject to change.		

#### IMPORTANT

Program Disclosure Statement (PDS)

*This document is to be read in conjunction with Binnacle Training's [Program Disclosure Statement \(PDS\)](#). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.*

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

The cost of this course is approx. \$485 - full amount due 27 November 2025.

Program fee: \$65  
Course Fee: \$365  
First Aid Fee \$55

### Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real fitness environment.

### Pathways

This qualification may articulate into:

- entry-level skills required of a Fitness Professional
- includes First Aid, CPR, and coaching accreditations
- Certificate IV in Fitness
- work in the industry as a gym instructor, personal trainer or exercise instructor.

### Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Binnacle Training. Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results by Binnacle Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Binnacle Training.

# Sandgate District State High School

RTO number: 30432

## SIT20122 Certificate II in Tourism

### Qualification description

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

Refer to training.gov.au for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a two-year course delivered in Year 11 or 12 on site at Sandgate District State High School.

### Course units

To attain a SIT20116 Certificate II in Tourism, 11 units of competency must be achieved:

Unit code	Title
BSBTEC201	Use business software applications
SITTIND003	Source and use information on the tourism and travel industry
SIRXSLS001	Sell retail to the customer
SITXCCS009	Provide customer information and assistance
SITXCCS010	Provide visitor information
SITXCCS011	Interact with customers
SITXCOM006	Source and present information
SITXCOM007	Show social and cultural sensitivity
SITXCOM008	Provide a briefing or scripted commentary
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety

Disclaimer: Information is correct at the time of publication. Subject to change.

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

Excursion fees – Scenic Rim tourism business – approximately \$65 per person

Excursion fees – Australia Zoo - approximately \$55 per person

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a tourism environment as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real tourism environment.

### Pathways

This qualification may articulate into:

- SIT30122 Certificate III in Tourism
- SIT30222 Certificate III in Travel
- work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour operators, theme parks and attractions, cultural and heritage sites, and any small tourism business.

# Sandgate District State High School

RTO number: 30432

## BSB20120 Certificate II in Workplace Skills

### Qualification description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a two-year course delivered in Year 11 or 12 on site at Sandgate District State High School.

### Course units

To attain a BSB20120 Certificate II in Workplace Skills, 10 units of competency must be achieved:

Unit code	Title
BSBWHS211	Contribute to the health and safety of self and others
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBOPS202	Engage with customers
BSBOPS203	Deliver a service to customers
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
FSKDIG001	Use digital technology for short and basic workplace tasks
Disclaimer: Information is correct at the time of publication. Subject to change.	

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

There are no additional costs involved in this course.

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

### Pathways

This qualification may articulate into:

- BSB30120 Certificate III in Business
- BSB40120 Certificate IV in Business
- work within a business/office administration area.

# Sandgate District State High School

RTO number: 30432

## BSB30120 Certificate III in Business

### Qualification description

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgement, and relevant theoretical knowledge.

They may provide technical advice and support to a team.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Sandgate District State High School.

### Course units

To attain a BSB30120 Certificate III in Business, 13 units of competency must be achieved:

Unit code	Title
BSBWHS311	Assist with maintaining workplace safety
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints
BSBPEF301	Organise personal work priorities
BSBTEC201	Use business software applications
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBWRT311	Write simple documents

Disclaimer: Information on this page is correct at the time of publication. It is subject to change.

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

There are no additional costs involved in this course.

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

### Pathways

This qualification may articulate into:

- BSB40120 Certificate IV in Business
- BSB50120 Diploma of Business
- work within a business/office administration area.

# BSB50120 Diploma of Business (Business Development)

**This nationally recognised qualification is delivered under a third-party arrangement between Sandgate District State High School and Get Set Education (RTO Code 45252).**

**Successful completion of the Diploma provides a maximum of 8 credits towards QCE and may provide a positive boost for university pathways.**

The Diploma of Business provides students with the skills and experiences relevant to a variety of Business Services job roles. It is designed to equip students with both practical and theoretical knowledge to broaden their future employment and study opportunities. This qualification is ideal for students seeking a career in the Business Services industry or as a pathway to further study. Students who are most successful in this course are typically self-motivated, determined, and committed to completing tasks and achieving results. A positive attitude, along with a desire to build practical business knowledge and enhance future career and study options, is key to making the most of this opportunity.

## Pathways

Upon successful completion of the BSB50120 Diploma of Business, students may pursue career opportunities such as:

- Business Manager
- Administrator Executive Officer
- Team Leader
- Business Development Manager
- Project Consultant
- Business Owner

## Course Requirements

For successful completion, it is recommended that students have achieved a minimum C grade in Year 9 and 10 English and an average effort grade of B across all subjects.

All applicants are required to:

- Complete an interview with Head of Faculty (or other nominated contact) to discuss goals, reasons for choosing this course, and their interest in business. Subject results and learning behaviours will be reviewed to determine suitability. Students should understand the commitment required to successfully complete a Diploma-level qualification.
- Complete a Language, Literacy, Numeracy and Digital (LLND) assessment prior to enrolment acceptance.
- Obtain permission from parent/guardian if under 18 years of age.

## Resource requirements

Vocational Education and Training (VET) students complete a significant amount of online theory and assessment tasks. To support their learning, students must have access to a device that meets the school's Bring Your Own Device (BYOD) policy, available to them both at school and at home, along with a reliable internet connection.

## Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management, and business administration.
- Develop and implement business plans.
- Communicate concepts and ideas for delivering products and services to customers.
- Apply strategies to manage finances and resources and control risks within a business.
- Identify and evaluate marketing opportunities and develop a social media plan.

## Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency (5 Core units and 7 Elective units):

- BSBXCM501 Lead communication in the workplace (C)
- BSBCRT511 Develop critical thinking in others (C)
- BSBMKG546 Develop social media engagement plans (E)
- SIRXMKT006 Develop a social media strategy (E)
- BSBFIN501 Manage budgets and financial plans (C)
- BSBMKG541 Identify and evaluate marketing opportunities (E)
- BSBOPS601 Develop and implement business plans (E)

- SIRXMGT005 Lead the development of business opportunities (E)
- BSBOPS501 Manage business resources (C)
- BSBOPS505 Manage organisational customer service (E)
- BSBOPS504 Manage business risk (E)
- BSBSUS511 Develop workplace policies and procedures for sustainability (C)

### **Course Delivery and Assessment**

Course delivery takes place through a blended model—combining classroom-based learning and support from school staff, with online modules, activities and assessments provided by Get Set Education. Assessments have been written specifically with High School students in mind and students will complete both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio

### **Course Costs | Tuition fee: \$899.00**

The full fee includes a non-refundable \$49.00 enrolment fee which is collected upon submitting the online enrolment form. Parents/guardians can then select to pay the remaining \$850.00 upfront or via a monthly payment plan.

### **Upfront Payment**

An invoice for \$850.00 will be emailed, with payment due within 14 days. Payment can be made via direct bank transfer or credit card (merchant fees apply: 1.75% for Visa/Mastercard and 2.9% for Amex and Diners).

### **Monthly Payment Plan Over 12 months**

If the monthly payment plan is selected, parents/guardians will receive a link via email to set up a monthly direct debit for 12 successful payments through Debit Success. Please note: this option includes additional charges—a one-off \$12.00 administration fee and a 4.4% transaction fee (inc. GST). \$74.10 per month (12 payments) + \$12.00 administration fee = Payment Plan **Total Payable \$901.20.**

Please note: if direct debit payments are not up to date, access to the learning management system may be affected.

More detailed information can be found in the Course Outline and at [www.getset.edu.au](http://www.getset.edu.au)

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.