



TULLY STATE HIGH SCHOOL

SENIOR SECONDARY

CURRICULUM HANDBOOK

YEARS 11/12

This document includes hyperlinks to important supporting documentation that provides further reading if required.

This document is due to be reviewed annually to ensure currency and adherence to legislation and relevant authority policy.

Date of next review: June 2024

Officers Responsible: Principal

Deputy Principal – Senior School

Deputy Principal – Junior School



**Queensland
Government**

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SENIOR SECONDARY SCHOOLING

Welcome to the Senior Phase of Learning.

Our Senior Secondary School caters for our Year 11 and 12 students with a focus on promoting success through the development of positive relationships and experiences that deepen their understanding of their impact as citizens of the school and global community. Our Year 7 and 8 programs provide a smooth transition from primary school, our Year 9 and 10 programs prepare our students to enter the Senior School in Year 11 and Senior Schooling prepares students for pathways into post schooling.

The best advice we can offer students contemplating the Senior Phase of Learning at Tully State High School is to choose subjects carefully as your decisions may affect, not only the types of careers you can follow, but also your academic success and feelings about your schooling. Even though there are a number of factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

The SET Plan process is a critical step to support our students when making these decisions, and if you need additional advice, make a booking with the Guidance Officer as soon as possible. There are many wonderful choices and opportunities. Remember, the harder you work, the luckier you get! The same is true for your journey in senior (Year 11 and Year 12).

Having a goal is also proven to make a big difference in maintaining effort and achieving at your best, so think carefully about what it is you want to achieve after school and then make a plan for that.

Senior Secondary School - Key Features:

- QCAA aligned curriculum
- E-Learning (Subjects and Certificate Courses)
- Pathways – Active participation in work experience, traineeship or apprenticeships
- Opportunities to develop leadership skills through our School Captains and Student Leadership Team
- Opportunities to be involved in a range of sporting, cultural and community projects;
- Wellbeing Program – Creating Global Citizens.

This Curriculum Handbook provides you with information about the range of subjects available to students during their time in our Senior Secondary School. These subjects provide them with the opportunity to be engaged, challenged and prepared for their Senior education and life beyond school. We wish our students every success and we are confident that Tully State High School can provide students with every opportunity to achieve their potential.

Rebekah Bidois

Deputy Principal – Senior Schooling

SENIOR SECONDARY CURRICULUM

OUR VISION

A world of possibilities for everyone

WHAT WE VALUE

School community & Success

OUR PILLARS

- We are SAFE
- We are RESPECTFUL
- We are RESPONSIBLE
- We are LEARNERS

CONTACT DETAILS

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| | | |
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GENERAL INFORMATION

The purpose of this information is to provide support through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Tully State High School curriculum offerings. Tully State High School is an RTO (Registered Training Organisation) which delivers some vocational education qualifications. Other RTO's are engaged to deliver a range of qualifications.

Tully State High School provides a variety of opportunities for students. The information contained in this booklet is a summary of the approved General Subjects, Applied Subjects and VET options. Student numbers will influence the decision to include a subject in the timetable, where a subject does not operate due to few students selecting it will mean that the student will need to consider an alternative.

IN SUMMARY

Choose subjects according to the following:

- 1 Subjects you enjoy.
- 2 Subjects in which you do well, e.g. gain the highest marks.

Do not choose your subjects for the following reasons:

1. 'Your friend is taking that subject.' Even if you are doing the same subjects as your friend, you won't necessarily be in the same class.
2. 'You do/don't like the teacher.' There is no guarantee that you will have any particular teacher.
3. 'Someone told you that the subject is fun.' It may be enjoyable for someone but not necessarily for you. Make up your own mind.
4. 'Someone told you that the subject is boring.' See point 3.
5. 'Someone told you that you do/don't need that subject for the course you want to take at university.' Check Tertiary Prerequisites or see the Guidance Officer.

Choose very carefully

At Tully State High School 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined prior to students having chosen their subjects based on historical trends and data. Subject changes therefore are not always possible and in any case are only permitted at subject junctures.

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.

SENIOR STATEMENT

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

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

SENIOR SUBJECTS

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

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

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

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

community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

is a registered training organisation (RTO)

has a third-party arrangement with an external provider who is an RTO

offers opportunities for students to undertake school-based apprenticeships or traineeships.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

1. best five scaled General subject results or
2. 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.

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 & APPLIED CURRICULUM OFFERINGS AT TSHS

| | General Subjects | Applied Subjects |
|--|--------------------------------|------------------------------|
| English | English | Essential English |
| Health & Physical Education | Health | Sport and Recreation |
| Humanities | Legal Studies | Business Studies |
| | Modern History | Social and Community Studies |
| Mathematics | General Mathematics | Essential Mathematics |
| | Mathematical Methods | |
| | Specialist Mathematics | |
| Science | Agricultural Science | Aquatic Practices |
| | Biology | |
| | Chemistry | |
| | Physics | |
| | Psychology | |
| Technology | Digital Solutions | Industrial Technology Skills |
| | | Industrial Graphic Skills |
| | | Fashion |
| The Arts | Drama | Media Arts in Practice |
| | Film, Television and New Media | Music in Practice |
| | Visual Art | Visual Arts in Practice |

VET IN SCHOOLS (VETIS)

Vocational education and training (VET) courses are available to students while they are still at school. This is often referred to as VETiS.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

You can undertake VET at school:

- as part of your school studies—delivered and resourced by a school registered training organisation
- by enrolling in a qualification with an external [registered training organisation](#) – funded either by the Department of Employment, Small Business and Training's VET investment budget or through fee-for-service arrangements (i.e. where the student or parent pays for the qualification).
- as a school-based apprentice or trainee.

Talk to your guidance officer, career counsellor, vocational education coordinator or head of senior schooling about the qualification that is right for you from the range of programs available at your school.

Read more information on [VET delivered in schools](#) by the Department of Education.

Read more information on [VET in schools courses funded through the VET investment budget](#), as well as [VETiS frequently asked questions](#).

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

[School-based apprenticeships and traineeships](#) allow high school students—typically Years 11 and 12—to work with an employer as paid employees, while studying for their senior certificate. At the same time, students undertake a training qualification with a supervising registered training organisation chosen by both the employer and the student.

A school-based apprentice's or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school based.

The benefits of undertaking a school-based apprenticeship or traineeship include:

- receiving both an education and a job
- being a step ahead of the competition for jobs
- learning the latest knowledge and skills
- getting paid while you learn
- working towards achieving a nationally recognised qualification
- gaining hands-on experience in a real job

- gaining the skills and experience to help you go on to tertiary study
- experiencing a great way to move from school to work
- gaining a sense of achievement.

Doing a school-based apprenticeship or traineeship is a great start to your career.

Sourced from <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>

VET OFFERINGS

| Qualification | RTO/Provider | Details |
|---|--|---|
| Certificate II in Hospitality | Tully SHS | Free – Delivered by TSHS teachers |
| Certificate II in Rural Operations | | |
| Certificate III in Remote Aviation | Aviation Australia | Delivered by TSHS Teachers Free with VETiS funding or Cost |
| Certificate III Business/Cert II Tourism | Binnacle | Delivered by TSHS Teachers \$265 (Cert II qualification = \$225 +Cert III Gap Fee = \$40) May be eligible for VETiS funding |
| Certificate II in Health Support Services/ Certificate III in Health Services Assistance | Connect “n” Grow | Delivered by TSHS Teachers Free with VETiS funding or \$499 |
| Certificate II in Community Services/Certificate III in Community Services | | Delivered by TSHS Teachers Free with VETiS Funding or \$499 |
| Certificate II in Engineering | TAFE 14 students required for course to be delivered, student enrol online. | Delivered at TSHS by TAFE teachers Monday Free if student is eligible for VETiS funding or a cost |

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

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts | Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts | Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences | Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts |

Assessment

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

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

Summative assessments

| Unit 3 | Unit 4 |
|--|--|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) — short response examination | Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response |

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

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

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and

for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts | Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts | Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts | Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination — imaginative written response | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response | 25% | Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response | 25% |

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within

a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

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

| Topic 1: Personal identity and education | Topic 2: The work environment |
|---|--|
| <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none">• an extended response — written (Internal assessment 1A)• a student learning journal (Internal assessment 1B). | <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none">• an extended response — short response (Internal assessment 2A)• a reading comprehension task (Internal assessment 2B). |

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

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations.

Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these

classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

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

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

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

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes

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

Structure

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

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

Assessment

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

establish positive relationships and networks, and to be active and informed citizens.

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

| Technique | Description | Response requirements |
|-------------------|--|--|
| Project | Students develop recommendations or provide advice to address a selected issue related to the unit context. | Item of communication One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 800 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words |
| Extended response | Students respond to stimulus related to issue that is relevant to the unit context. | One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words |
| Investigation | Students investigate an issue relevant to the unit context by collecting and examining information to consider | One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent |

| | | |
|--|--------------------------------|-----------------------------|
| | solutions and form a response. | • Written: up to 1000 words |
|--|--------------------------------|-----------------------------|

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| <p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 | <p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers’ movement since the 1860s • Women’s movement since 1893 • May Fourth Movement in China, 1919 | <p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 | <p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| <ul style="list-style-type: none"> • Meiji Restoration, 1868–1912 | <ul style="list-style-type: none"> • Independence movement in Algeria, 1945–1962 | <ul style="list-style-type: none"> • India, 1947–1974 • Israel, 1948–1993 | <ul style="list-style-type: none"> • Cold War, 1945–1991 |
| <ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 | <ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 | <ul style="list-style-type: none"> • South Korea, 1948–1972 | <ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984 |

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"> • Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — independent source investigation | 25% | Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short responses to historical sources | 25% |

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

Pathways

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

mathematics used by various professional and industry groups.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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 | 15% |
| Summative internal assessment 2 (IA2): • Examination | 15% | | |
| Summative external assessment (EA): 50% • Examination | | | |

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

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

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences | Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 | Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals | Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions |

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches

of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

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

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

Structure

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|--|
| Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof | Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices | Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 | Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference |

Assessment

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

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

Summative assessments

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

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person’s ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

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

Structure and assessment

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

| Topic 1: Personal identity and education | Topic 2: The work environment |
|--|--|
| One assessment consisting of two parts: <ul style="list-style-type: none"> • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B). | One assessment consisting of two parts: <ul style="list-style-type: none"> • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B). |

on the mathematics used by various professional and industry groups.

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

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

Pathways

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

marketing, education and literacy, research and development.

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|---|
| Agricultural systems <ul style="list-style-type: none"> • Agricultural enterprises A • Animal production A • Plant production A | Resources <ul style="list-style-type: none"> • Management of renewable resources • Physical resource management • Agricultural management, research and innovation | Agricultural production <ul style="list-style-type: none"> • Animal production B • Plant production B • Agricultural enterprises B | Agricultural management <ul style="list-style-type: none"> • Enterprise management • Evaluation of an agricultural enterprise's sustainability |

Assessment

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

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

Summative assessments

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

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms | Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases | Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics | Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth |

Assessment

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

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

Summative assessments

| Unit 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 | | | |

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

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

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

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

Pathways

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

science, engineering, medicine, pharmacy and sports science.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research

skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|---|
| Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep | Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation | Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning | The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology |

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning

experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

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

Structure

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

| Unit option | Unit title |
|---------------|-------------------------------|
| Unit option A | Fashion designers |
| Unit option B | Historical fashion influences |
| Unit option C | Slow fashion |
| Unit option D | Collections |
| Unit option E | Industry trends |
| Unit option F | Adornment |

Assessment

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

| Technique | Description | Response requirements |
|-----------|--|---|
| Project | Students design and produce fashion garment/s, drawings, collections or items. | Fashion product Product: fashion garment/s Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Project | Students create/design and/or produce an outfit, garments, campaigns or extension lines. | Awareness campaign promoting sustainable fashion practices Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

Note: Students will be required to supply fabrics and notions for some fashion products.

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

| Technique | Description | Response requirements |
|-------------------------|--|---|
| Practical demonstration | Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. | Practical demonstration Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes Documentation Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media |
| Project | Students draft in response to a provided client brief and technical information. | Product Product: the drawing skills and procedures used in 5–7 drawing production processes Drawing process Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media |

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

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

Applied learning supports students' development of transferable 21st century,

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

Pathways

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

Objectives

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

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

Structure

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

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

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

Assessment

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

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

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create 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, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

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 |
|--|---|---|--|
| Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions | Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions | Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions | Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges |

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 — technical proposal | 20% | Summative internal assessment 3 (IA3): • Project — folio | 25% |
| Summative internal assessment 2 (IA2): • Project — digital solution | 30% | Summative external assessment (EA): • Examination | 25% |

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

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.

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.

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

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

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 is the focus of the unit. | Design product Design product must represent: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s Planning and evaluation of design product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent |
| Media artwork | Students implement the design product from the project to make a media artwork that is the focus of the unit. | Media artwork One of the following: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s |

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to

communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

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

Structure

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

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

Assessment

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

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

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.

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

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 artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks. | <p>Experimental folio</p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p>Prototype artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>OR Design proposal</p> <p>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 (up to 30 seconds each)</p> <p>OR Folio of stylistic experiments</p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p>Planning and evaluations</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent |
| Resolved artwork | Students make a resolved artwork that communicates and/or addresses the focus of the unit. | <p>Resolved artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes |

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

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

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| <p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? | <p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? | <p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? | <p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning? |

Assessment

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

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

Summative assessments

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

VOCATIONAL EDUCATION AND TRAINING (VET)

Tully State High School is a Registered Training Organisation (RTO).

Provider Number: 30448



The link to Tully State High School registration is:

<http://training.gov.au/Organisation/Details/30448>

Service Agreement:

Tully State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

The following VET information is correct at time of publication but subject to change.

CERTIFICATE II IN HOSPITALITY – SIT20322

Purpose:

The certificate offered within the hospitality sector will be focussed upon preparing students with the skills and capacity to obtain work within the hospitality industry.

Course Overview:

Will consist of units with both elective and core requirements to attain the qualification.

Assessment:

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous.

Pathways:

Career paths are flexible and there are many associated jobs in other areas of the hospitality industry, as well as related areas such as training, marketing and events management. Hotels, motels, pubs, function centres, event companies, casinos, resorts, restaurants, cafes, bars, cruise liners, theme parks and tour companies offer employment opportunities.

Further study can include: Certificate III level or Diploma in Hospitality Management.

CERTIFICATE II IN RURAL OPERATIONS – AHC21216

Purpose:

This qualification is designed for people seeking a pathway into the agricultural sector. Students complete units of competency in the following areas of study:

- Farm Safety/Occupational Health and Safety
- Sustainable Work Practices
- Crop Production
- Beef Cattle Husbandry
- Fencing
- Farm Mechanisation and Machinery Operations

Course Overview:

The qualification consists of a total of 15 units of competency.

Students MUST competently complete:

2 CORE Units

13 ELECTIVE Units

Assessment:

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous and flexible, dependent upon climatic conditions. Assessment techniques include:

- Theory and practical exams
- Practical projects
- Teacher questioning
- Checklists

Pathways:

After successful completion of this qualification, students are competent to gain employment in the Agricultural sector and may choose to further their studies in related traineeships and prevocational trade courses.

The following Certificates are provided by external RTOs (Registered Training Organisations)

CERTIFICATE III -AVIATION (REMOTE PILOT) AVI30419



Overview

Do you want to be a part of a rapidly evolving industry? More and more businesses have realised that utilising drones across their operations can enhance their capabilities, expand their service offerings and increase commercial opportunities. With the increased capabilities and opportunities that drone technology can deliver, businesses across many industries, including real estate and entertainment, are turning towards this safer, more cost-effective solution. As a result, many businesses are progressively replacing many of the most dangerous and high-paying jobs in their organisations with drone technology.

The Certificate III in Aviation (Remote Pilot) AVI30419 provides you with the important training required to legally operate a remotely piloted aircraft. This qualification will also allow you to fly without many of the weight or operating restrictions applied to recreational users.

Training is completed through [Aviation Australia](#) through the Vet in Schools Program.

Information on the qualification can also be found at [Training.gov.au](#) website.

On successful completion of the program, students will receive the following qualifications:



Certificate III in Aviation (Remote Pilot) AVI30419



CASA Remote Pilot Licence (RePL)
Subject to Civil Aviation Safety Authority (CASA) approval.



CASA Aeronautical Radio Operators Certificate (AROC)
This is a CASA requirement to use aviation VHF radios, which are needed when flying near aerodromes and helipads. Subject to Civil Aviation Safety Authority (CASA) approval.



12 months membership with the Australian Association of Unmanned Systems (AAUS)

CERTIFICATE II IN HEALTH SUPPORT SERVICES - HLT23221
 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE – HLT33115

START YOUR CAREER IN HEALTH



(HLT23221) CERTIFICATE II IN HEALTH SUPPORT SERVICES

1 YEAR PROGRAM

HLT23221 Certificate II in Health Support Services completed in Year 1

FUNDING AVAILABLE

VETIS funding eligibility

Senior high school students who are Australian or New Zealand Citizens or permanent residents, or temporary residents with the necessary visa, are eligible to utilise VETIS funding. Subsidised by the Queensland Government under the Vocational Education and Training in Schools Program (VETiS). Students are eligible to use VETIS funding to complete one program only. For more information on VETiS funding and eligibility, please visit desbt.qld.gov.au/training/providers/funded/vetis.

FEE FOR SERVICE

Fee-for-Service (not government subsidised)

Students who are not eligible for VETIS funding or who have already utilised their VETIS funding entitlement are not excluded from this course. The cost to students who are not eligible for VETIS funding is \$499.00.



What do students achieve

- Certificate II – Health Support Services (HLT23221)
- This course may also contribute to your Senior Certificate of Education
- Nationally recognised qualifications
(Up to date COVID19 & other vaccinations required if you are completing a placement)



Skills acquired

- Conduct basic health checks
- Infection Control
- Customer service
- Working with diverse people
- Communication skills
- Organising daily work schedules
- Working in teams
- Workplace health & safety
- Routine stock maintenance



Employment

• Health Support Services

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



Pathways to further study

- Certificate III – Health Services Assistance
- Certificate III – Community Services
- Certificate III – Individual Support
- Certificate III – Allied Health Assistance

Want more information? Email schools@connectngrow.edu.au Phone 1300 283 662



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START YOUR CAREER IN HEALTH

(HLT33115) CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

1 YEAR PROGRAM

Upon completion of your HLT23221 Certificate II in Health Support Services

FEE FOR SERVICE

Fee-for-Service (not government subsidised)

\$499.00

Scholarships available

OUR PARTNERS



CnG Employment



What do students achieve

- Certificate III – Health Services Assistance (HLT33115)
- First Aid and CPR certificate
- This course may also contribute to your Senior Certificate of Education

(Up to date COVID19 & other vaccinations required if you are completing a placement)



Skills acquired

- Recognise healthy body systems
- Interpret and apply medical terminology
- Working with diverse people
- Health promotion
- Conducting health checks
- Infection Control
- Customer service
- Individualised support



Employment

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.



Pathways to further study

A range of other certificate level qualifications in:

- Health
- Community Services
- Disability
- Aged Care
- Health Administration

Tertiary level qualifications:

- Eg Bachelor Degree

CN_G_S_C011_HLT33115_V1

Want more information? Email schools@connectngrow.edu.au Phone 1300 283 662



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CERTIFICATE II IN COMMUNITY SERVICES – CHC 22015 CERTIFICATE III IN COMMUNITY SERVICES CHC 32015

START YOUR CAREER IN COMMUNITY SERVICES



(CHC22015) CERTIFICATE II IN COMMUNITY SERVICES

1 YEAR PROGRAM

CHC22015 Certificate II in Community Services completed in 1 year.

FUNDING AVAILABLE

VETIS funding eligibility

Senior high school students who are Australian or New Zealand Citizens or permanent residents, or temporary residents with the necessary visa, are eligible to utilise VETIS funding. Subsidised by the Queensland Government under the Vocational Education and Training in Schools Program (VETIS). Students are eligible to use VETIS funding to complete one program only. For more information on VETIS funding and eligibility, please visit desbt.qld.gov.au/training/providers/funded/vetis.

FEE FOR SERVICE

Fee-for-Service (not government subsidised)

Students who are not eligible for VETIS funding or who have already utilised their VETIS funding entitlement are not excluded from this course. The cost to students who are not eligible for VETIS funding is \$499.00.



What do students achieve

- Certificate II – Community Services (CHC22015)
- This course may also contribute to your Senior Certificate of Education



Skills acquired

- Infection Control
- Customer service
- Working with diverse people
- Communication skills
- Organising daily work schedules
- Working in teams
- Workplace health & safety



Employment

Community Services

May be used as a pathway for workforce entry as community services workers provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.



Pathways to further study

- Certificate III – Community Services
- Certificate III – Health Services Assistance
- Certificate III – Individual Support
- Certificate III – Allied Health Assistance

Want more information? Email schools@connectngrow.edu.au Phone 1300 283 662



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CNG_S_OI_CHC22015_V1

START YOUR CAREER IN COMMUNITY SERVICES



(CHC32015) CERTIFICATE III IN COMMUNITY SERVICES

1 YEAR PROGRAM

Upon completion of your Certificate II in Community Services (CHC22015)

FEE FOR SERVICE

Fee-for-Service (not government subsidised)

\$499.00

Scholarships available.

OUR PARTNERS



What do students achieve

- Certificate III – Community Services (CHC32015)
- First Aid and CPR Certificate
- This course may also contribute to your Senior Certificate of Education



(Up to date COVID19 & other vaccinations required if you are completing a placement)

Skills acquired

- Communicating effectively Client care
- Individualised support
- Working with diverse people
- Responding to client needs
- Managing personal work stressors in the work environment
- Community engagement
- Promote Aboriginal and/or Torres Strait Islander Cultural safety



Employment

Reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs.



Pathways to further study

A range of other certificate level qualifications in:

- Health
- Community Services
- Disability
- Aged Care
- Health Administration

Tertiary level qualifications:

- Eg Bachelor Degree

CHC32015_V1

Want more information? Email schools@connectngrow.edu.au Phone 1300 283 662



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CERTIFICATE II IN ENGINEERING PATHWAYS – MEM20413



ENGINEERING

CERTIFICATE II IN ENGINEERING PATHWAYS

COURSE CODE: MEM20413^

✔ VETIS FUNDED*

CORE UNITS

| | |
|------------|--|
| MEM13014A | Apply principles of occupational health and safety in the work environment |
| MEMPE005A | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006A | Undertake a basic engineering project |
| MSAENV272B | Participate in environmentally sustainable work practices |

ELECTIVE UNITS

| | |
|--------------|---|
| MEM16006A | Organise and communicate information |
| MEM16008A | Interact with computing technology |
| MEM18001C | Use hand tools |
| MEM18002B | Use power tools/hand held operations |
| MEMPE001A | Use engineering workshop machines |
| MEMPE002A | Use electric welding machines |
| MEMPE003A | Use oxy-acetylene and soldering equipment |
| MEMPE004A | Use fabrication equipment |
| MEMPE007A | Pull apart and re-assemble engineering mechanisms |
| MSAPMSUP106A | Work in a team |

DELIVERY & LOCATION

Face-to-face, one day a week

Bowen
Burdekin
Cairns
Charters Towers – DTTC
Malanda
Proserpine
Tablelands
Townsville Trade Training Centre (Bohle)
Tully

Face-to-face, block training

Mount Isa
Thursday Island

DURATION

4 terms

*FEES

There is no cost to students or the school for the first qualification. Funding for this certificate qualification is available through the Vocational Education and Training in Schools (VETiS) program, funded by the Queensland Government. Eligibility criteria applies. Refer to page 7 of this guide for more information.

QCE CREDITS

4 credits

This course will introduce you to the engineering trade and provide you with basic skills to operate tools and equipment to produce and modify objects. Gain basic welding skills, communication skills and use this training as a pathway to an apprenticeship in a variety of engineering fields, such as sheet metal, fabrication and diesel fitting.

^Qualification currently in transition, course code subject to change.

PATHWAY OPTIONS

Certificate II in Engineering Pathways
MEM20413^

APPRENTICESHIP ONLY

Certificate III in Engineering –
Technical MEM30505

Certificate III in Engineering –
Mechanical Trade MEM30219

Certificate III in Engineering –
Fabrication Trade MEM30319

Certificate III in Fixed and Mobile Plant
MEM31419

POST-TRADE STUDY

Certificate IV in Engineering
MEM40119

Certificate IV in Engineering Drafting
MEM40412

Diploma of Engineering –
Technical MEM50212

Diploma of Engineering –
Advanced Trade MEM50105

Advanced Diploma of Engineering
MEM60112

Diploma of Applied Technologies
22460VIC

CAREER OUTCOMES

Trade assistant/worker in
diesel mechanical, metal fabrication,
machining, or fitting and turning

Fitter and turner,
diesel fitter metal fabrication,
welder, machinist,
patternmaker, moulder,
locksmith, boat builder

Higher engineering tradesperson,
special class tradesperson,
draftsperson

Senior draftsperson,
advanced engineering
tradesperson

Consultant, project manager

TAFE QUEENSLAND
INNISFAIL AND TULLY

TAFE AT SCHOOL

2024 COURSES



INNISFAIL

| COURSE, COURSE CODE | DELIVERY | CAMPUS/ DELIVERY LOCATION | DURATION | FEES | QCE CREDITS | YEAR LEVELS |
|--|---|------------------------------|----------|-------|----------------|----------------|
| Certificate II in Sport Coaching SIS20321 | Face-to-face, one day a week, Wednesday | Innisfail | 4 terms | VETIS | 4 | 10, 11, 12 |
| # Certificate II in Automotive Vocational Preparation AUR20720 | Face-to-face, one day a week, Monday or Wednesday | Innisfail | 4 terms | VETIS | 4 | 11, 12 |
| # Certificate II in Automotive Electrical Technology AUR20420 | Face-to-face, one day a week, Tuesday | Innisfail | 4 terms | VETIS | 4 | 12 |
| # Certificate II in Electrotechnology (Career Start) UEE22020 | Face-to-face, one day a week, Friday | Innisfail | 4 terms | VETIS | 4 | 11, 12 |

**APPLICATIONS OPEN
MONDAY 14 AUGUST 2023**

Apply at tafeapply.com using the application code **TQN2401**

FUNDING ELIGIBILITY

All students are eligible if they have not previously utilised VETIS funding. Subsidised by the Queensland Government under the VET in Schools Program (VETIS).

For eligibility go to desbt.qld.gov.au/training/training-careers/incentives/vetis

TULLY

| | | | | | | |
|--|--------------------------------------|-------------------------|---------|-------|---|------------|
| # Certificate II in Engineering Pathways MEV20413 [^] | Face-to-face, one day a week, Monday | Tully State High School | 4 terms | VETIS | 4 | 11, 12 |
| Certificate II in Sport Coaching (Rugby League) SIS20321 | Delivered in school timetable | Tully State High School | 4 terms | VETIS | 4 | 10, 11, 12 |

Personal Protective Equipment. Students will need to purchase steel capped boots and trade work wear clothing.

[^] Qualification currently in transition, course code subject to change.

All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers are attained.

If you require additional information, contact Lisa Laffin.

E: lisa.laffin@tafeqld.edu.au | P: 0457 594 473

north.schools@tafeqld.edu.au | **tafeqld.edu.au**



**MAKE
GREAT
HAPPEN**



CERTIFICATE III IN BUSINESS BSB30120 CERTIFICATE II IN TOURISM SIT20122

2024 EDITION

BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

The Certificate II in Tourism entry qualification provides a pathway to work in many tourism and travel industry sectors including travel agencies, holiday parks and resorts, attractions, and any small tourism business. The Certificate III in Business qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business and tourism environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- › Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- › Participation in a Tourism-related industry discovery

SKILLS ACQUIRED

- › Customer service
- › Source and present information
- › Personal and teamwork effectiveness
- › Critical and creative thinking
- › Inclusivity and effective communication
- › WHS and sustainability
- › Business technology and documentation
- › Source and present information

CAREER PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- › BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism (max. 10 QCE Credits)
- › Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS

PROJECT-BASED LEARNING

RESOURCES PROVIDED

BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Units of Competency:
Dual Qualification - 22 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
\$265.00 per person (Cert II qualification = \$225 + Cert III Gap Fee = \$40)

QCE Outcome:
Maximum 10 QCE Credits

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

| | | |
|---|-----------------|--|
| TERM 1 | TOPICS | <ul style="list-style-type: none"> Introduction to the Business Services / Tourism and Travel Industries Personal Wellbeing in the Workplace Organise Personal Work Priorities |
| | PROJECTS | <ul style="list-style-type: none"> Wellbeing in the Workplace |
| TERM 2 | TOPICS | <ul style="list-style-type: none"> Source, Use and Present Information Research Using the Internet Public Activities and Events Business Software Applications |
| | PROJECTS | <ul style="list-style-type: none"> Ecotourism in Australia and Invest in our Planet Event Tourism Industry Discovery Travel Package Presentation |
| TERM 3 | TOPICS | <ul style="list-style-type: none"> Workplace Health and Safety Sustainable Work Practices |
| | PROJECTS | <ul style="list-style-type: none"> Participate in Safe Work Practices at Go! Travel WHS Processes at the 'Go! Regional' Travel Expo |
| TERM 4 | TOPICS | <ul style="list-style-type: none"> Providing information to Visitors and Customers Interacting with Customers Social and Cultural Sensitivity |
| | PROJECTS | <ul style="list-style-type: none"> Go! Travel 'VIP' Information Evening Interact with Customers at the Go! Travel Agency Show Social and Cultural Sensitivity in the Tourism Industry |
| QUALIFICATION SCHEDULED FOR FINALISATION | | |
| SIT20122 CERTIFICATE II IN TOURISM | | |
| TERM 5 | TOPICS | <ul style="list-style-type: none"> Inclusive Work Practices Workplace Communication Working in a Team Critical Thinking Skills |
| | PROJECTS | <ul style="list-style-type: none"> Inclusivity and Communication in the Workplace (Go! Travel Expo) Critical Thinking at Go! Travel |
| TERM 6 | TOPICS | <ul style="list-style-type: none"> Business Documents |
| | PROJECTS | <ul style="list-style-type: none"> Binnacle Boss (Part 1) – Business Proposal |
| TERM 7 | TOPICS | <ul style="list-style-type: none"> Deliver a Service |
| | PROJECTS | <ul style="list-style-type: none"> Binnacle Boss (Part 2) - Market Day / Entrepreneurship Expo |

UNITS OF COMPETENCY

| | | | |
|------------|---|-----------|--|
| SITTND003 | Source and use information on the tourism and travel industry | BSBPEF301 | Organise personal work priorities |
| CUAEMP211 | Assist with the staging of public activities or events | BSBPEF201 | Support personal wellbeing in the workplace |
| SITXCOM006 | Source and present information | BSBWH5311 | Assist with maintaining workplace safety |
| BSBTEC201 | Use business software applications | BSBSUS211 | Participate in sustainable work practices |
| BSBTEC203 | Research using the internet | BSBTWK301 | Use inclusive work practices |
| SITXCCS009 | Provide customer information and assistance | BSBXCM301 | Engage in workplace communication |
| SITXWH5005 | Participate in safe work practices | BSBXTW301 | Work in a team |
| SITXCOM007 | Show social and cultural sensitivity | BSBCRT311 | Apply critical thinking skills in a team environment |
| SITXCCS011 | Interact with customers | BSBTEC301 | Design and produce business documents |
| SITXCCS010 | Provide visitor information | BSBWRT311 | Write simple documents |
| SITXCCM008 | Provide a briefing or scripted commentary | BSBOPS304 | Deliver and monitor a service to customers |

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

E-LEARNING

Tully State High School has embraced the changing nature of Senior Secondary education with a designated area in the Senior Precinct to cater for the increasing number of students undertaking alternate curriculum offerings.

The eLearning Centre caters for students undertaking subjects through:

- Distance Education
- TAFE and other Registered Training Organisations (face-to face and online courses)
- SATs (School Based Apprenticeships & Traineeships)
- Flexible Learning Plans

Students attend the eLearning Centre where they work independently. It is highly recommended that students have sound literacy skills as they will be required to undertake a significant amount of reading and comprehension to complete work independently.

eLearning Centre Coordinator, Mrs Glenda Tenni supports and monitors students.

Examples of subjects that can be studied through Distance Education Schools that are not offered by Tully SHS are listed in the below table.

| Schools of Distance Education | | |
|-------------------------------|-----------------|---|
| Cairns | Charter Towers | Brisbane |
| General Subjects | | |
| Geography | Ancient History | Marine Science |
| Ancient History | Geography | Accounting |
| Business | Dance | Ancient History |
| Dance | Visual Art | Economics |
| Visual Art | | Geography |
| | | Philosophy and Reason |
| | | Dance |
| | | Music |
| | | Music Extension |
| | | Visual Art |
| | | Aboriginal and Torres Strait Islander Studies |

| Applied Subjects | | |
|---|---|---|
| Information and Communication Technology | Information and Communication Technology | Information and Communication Technology |
| Science in Practice | Science in Practice | Science in Practice |
| Tourism | Tourism | Tourism |
| | | Business Studies |
| | | Religion and Ethics |
| VET – Certificate Courses | | |
| Certificate II in Skills for Work and Vocational Pathways | Certificate II in Skills for Work and Vocational Pathways | Certificate II in Skills for Work and Vocational Pathways |
| | Certificate II in Active Volunteering | Certificate I in Workplace Skills |
| | Certificate II in Applied Digital Technologies | Certificate II in Financial Services |
| | Certificate III in Information Technology | Certificate II in Applied Digital Technologies |
| | Certificate III in School Based Education Support | Certificate III in School Based Education Support |
| | Certificate II Visual Arts | Certificate I in Skills for Vocational Pathways |
| | Certificate III in Agriculture | |

APPENDIX 1 PRE-REQUISITE POLICY FOR SENIOR SUBJECTS 2024

When our Year 10 students are considering their subjects for senior study we want to ensure that they experience success in their chosen subjects. To assist Year 10 students with making informed decisions, our Heads of Departments have recommended levels of achievement which they believe are necessary for success in senior courses.

| Senior General Subjects (contribute to ATAR) | Minimum Year 10 Standard Required |
|--|--|
| General English | 'C' in Year 10 English. Students cannot move from Year 11 Essential English into Year 12 English |
| Health | 'C' in Year 10 English |
| Physical Education | 'C' in Year 10 English |
| Legal Studies | 'C' in Year 10 English |
| Modern History | 'C' in Year 10 English |
| Digital Solutions | 'C' in Year 10 English, 'C' in Year 10 Mathematics |
| General Mathematics | 'C' in Year 10 Mathematics. Students cannot move from Year 11 Essential Mathematics into Year 12 General Mathematics |
| Mathematical Methods | 'C' in Year 10 Extension Mathematics |
| Specialist Mathematics | 'B' in Year 10 Extension Mathematics |
| Biology | 'C' in Year 10 Science, 'C' in Year 10 Mathematics, 'C' in Year 10 English |
| Chemistry | 'B' in Year 10 Science, 'B' in Year 10 Mathematics, 'C' in Year 10 English |
| Physics | 'B' in Year 10 Science, 'C' in Extension Mathematics, 'C' in Year 10 English |
| Psychology | 'C' in Year 10 Science, 'C' in Year 10 Mathematics, 'C' in Year 10 English |
| Drama | 'C' in Year 10 General English, 'C' in Year 10 Drama |
| Film, Television and New Media | 'C' in Year 10 English, 'C' in Year 10 Media Arts, |
| Vocational Education (VET) subjects (Certificate III & IV) | 'C' in Year 10 English |

Please note: if a subject is not listed above, there are no pre-requisites. Information contained in this table is subject to change annually. Subjects listed may not be offered in 2024 due to student demand.

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