Bowen State High School

2025-2026

Senior Secondary Guide

Quality Education in a Caring, Disciplined Environment.

Bowen State High School is dedicated to providing all students with the opportunity to fulfil their goals by assisting them to develop into self-motivated, self-assured, disciplined and responsible young adults, capable of facing the challenges of this era.

"AIM HIGH"

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Principal's Message

To Students and Parents/Caregivers

Senior Secondary Success

Our Senior School continues to successfully implement the Queensland assessment and tertiary entrance system. The system includes a senior assessment model that combines school-based assessment with external assessment, processes to strengthen the quality and comparability of school-based assessment and the Australian Tertiary Admission Rank (ATAR). The senior syllabuses ensures that our students who complete year 12 will have the 21st century skills they require to be lifelong learners, valued employees, innovators, entrepreneurs and responsible global citizens.

Subject results are based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA). The emphasis is on quality assessment over the quantity of assessment. The external assessment results generally contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it is generally a 50% contribution. The senior syllabuses reflect this assessment model and the 21st century skills that our students need to succeed in work and life. Our teachers and students will continue to be well supported throughout their senior schooling.

Our senior school offers our students a varied range of pathways through their senior phase of learning. Students are encouraged to choose subjects according to their learning goals, and what they enjoy and are good at. Students need to think about their abilities, interests and ambitions when choosing from the senior secondary learning options. Students should also pay close attention to the prerequisite requirements of the courses they are considering for tertiary study.

The aim of our senior schooling pathways at Bowen State High school is for each student to achieve a Queensland Certificate of Education (QCE) and ensure that our school leavers are innovators, entrepreneurs, valued employees, life-long learners and responsible global citizens. In order to maximise students' chances of achieving a QCE, students and parents must consider the combination of subjects, student ability levels through meeting pre-requisites, commitment to study and future aspirations when selecting subjects. A thorough Student Education and Training Pathway (SETP) planning process is undertaken in Year 10 to maximise students' choices of academic success.

This handbook has been produced to assist students to arrive at their decision on subject selection for study in Years 10, 11 and 12. The courses selected should be appropriate to each student's abilities, interests and ambitions. Our students choose from a range of subjects and courses that suit their work and study goals. Each student will be monitored by administration on their commitment to their senior studies. A supportive case management approach in collaboration with parents/carers is used to support students when it is identified that a student is at risk of not achieving successful outcomes.

We welcome each family to this exciting and challenging senior phase of learning. We have aligned our teaching to evidence-based best practice and are confident that the professionalism of our teachers, combined with the universal design for learning framework at Bowen State High school, provides students with teaching and learning processes that support them with meeting the demands of our achievement agenda. Quality teaching underpins our curriculum framework as an essential ingredient of our planned success for students.

We look forward to supporting every student to 'Be Prepared For All Things' in this next phase of their learning journey.

Mr Rob Harris
Principal

Inclusive Practices

At Bowen State High School we are committed to inclusive excellence to support student learning. All students are supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Our vision is to embrace the variability of all learners to reach their true potential, achieving their individual goals through ensuring that every student is valued as an individual.

Curriculum

Indigenous Programs

Bowen State High School's Indigenous Education programs are supported by our Community Education Counsellor (CEC), First Nations Mentors, teaching and support staff. Our school has 23% First Nations student population and our priorities are to both promote an awareness of First Nations cultures and close the gap between indigenous and non-indigenous outcomes.

The Indigenous Mentoring Program supports students with curriculum support, attendance and individual social-emotional mentoring in Bibigoo Yumba; a place of learning. The mentoring program was set up to support the Federal Government Close the Gap initiative of addressing the gap between the educational outcomes, attendance and retention rates of First Nations and non-indigenous students at the Bowen State High School.

Our First Nations' mentors support both students and teachers with instructional and access adjustments for learning and the learning environment. Case managers are assigned to assist students with attaining their QCE or QCIA by the end of Year 12. Together we strive to "close the gap" in First Nations students' education.

Making a wise decision

Before you make any decisions about courses and subjects:

Stop to think…..

- What are my interests and abilities? In what year 9 or 10 subjects did I achieve my best? Which subjects did I enjoy? Make a list. Be realistic and honest.
- What type of job am I aiming for? What knowledge and skills does that job require?
- Is there a TAFE or similar course that would suit my needs? What is involved in enrolling in such a course?
- Do I want to go on to tertiary study? If so, what sort of tertiary course do I want to do? What are the prerequisite subjects?
- Is my course a balanced one to help me become a well-educated person?
- If I'm not sure what I want to do, can I keep my options open in my choice of subjects? How?
- Have I gathered all the information I need to make a wise decision?
- There is no such thing as a 'boys' subject or a 'girls' subject. Have I chosen subjects I am good at, and interested in?

Ask yourself…

Find out as much as you can:

- About subjects
- About courses
- About prerequisites

Ask people for advice:

- Guidance officer
- Principal
- Deputy Principal
- Heads of Department
- Year Level Coordinators
- Teachers
- Other students

Attend information sessions:

- Career markets
- University Open days
- University & TAFE showcases

Research your options:

- Tertiary Prerequisites
- QCAA website www.qcaa.qld.edu.au
- QTAC website http://www.qtac.edu.au/
- Student Connect website https://myqce.qcaa.qld.edu.au/

Read this senior curriculum booklet.

Listen carefully to advisors.

Attend relevant Subject Selection Parent Information Evenings.

Senior Pathways – Where to Now?

The step up from Year 10 to Year 11 is a monumental one. More responsibility will rest with the student and regular study and personal commitment to their studies is a must, if success is to be achieved.

In 2025, Senior Secondary students at Bowen State High have the choice of two "Pathways" to choose from when choosing their course of study. The two pathways (see diagram below) are defined as the ATAR or the Vocational Pathway. Bowen State High School has developed these two pathways in order to ensure that "every student is in the correct pathway" and studying a course which will help them in their future endeavours upon successful completion of Year 12.

What do we offer Senior Secondary Students?

ATAR Pathway	Vocational Pathway
• Study 5 or 6 General Subjects or 4 General Subjects + 1 Applied or Certificate III or IV • Limited access to school-based traineeships or apprenticeships • General English and General Maths or Mathematics Methods • Must sit external assessment in Year 12 for General • Short courses • Destination: University	• Must study 6 subjects • Essential English (or General English) and Essential Maths or General Maths are compulsory • May study one certificate II or III course (only 1 at TAFE) • Eligible to study Applied and General Subjects • Short courses
University	**Workforce, Diploma Courses & University**

Students who already know that they are going to pursue further study at university should select the ATAR Pathway and receive an ATAR, which will entitle them to consideration by universities for an offer of study upon successful completion of Year 12. Students will not be eligible for tertiary admission if they do not choose an ATAR pathway.

ATARs

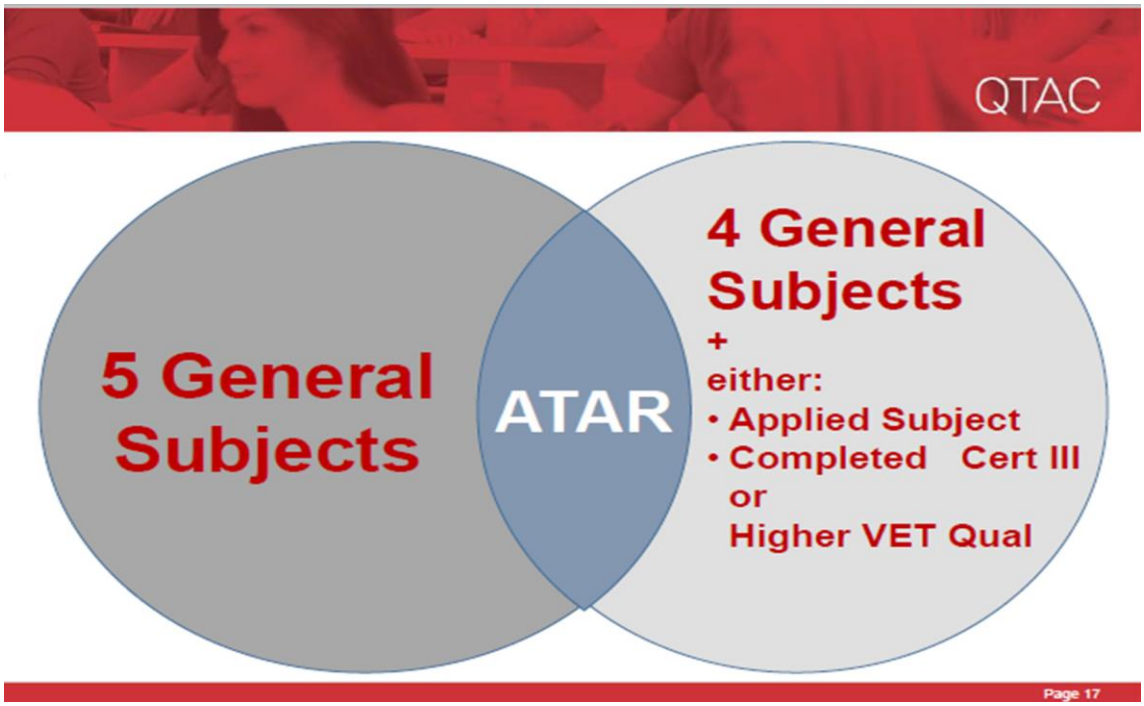
The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs. QTAC will calculate ATARs based on either:

A student's best five General (currently Authority) subject results, as is currently the case for the OP system

Or

A student's best results in a combination of four General subject results, plus an applied learning subject results.

Or	
Best five QCAA General subjects	Best four QCAA General subjects +The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) Or Certificate III Or Certificate IV Or Diploma or Advanced Diploma



ATAR A guide for student and parents

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-subject scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. With scaling applied, they should end up with the same scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Students should choose subjects that:

- **they enjoy**
- **think they will achieve well in**
- **that are subject prerequisites for tertiary courses that they will be seeking entry to.**

What happens to the Queensland Core Skills (QCS) Test?

The QCS Test will be discontinued. The final QCS Test was held in 2019.

Will students still receive a Queensland Certificate of Education (QCE)?

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. Eligible students will still receive a QCE at the end of Year 12, as well as a Senior Statement showing all studies and the results achieved.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

Accessing the ATAR

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

Changes to subjects and subject prerequisites

Changes to senior subjects will accompany the introduction of the ATAR in Queensland. These changes include the redevelopment of Authority subjects (renamed General subjects), and revision of Authority-registered subjects (renamed Applied subjects). Some new subjects, including Psychology and Engineering, will also be introduced.

Since 2017, QTAC has worked with the QCAA and the tertiary institutions to review the new subjects for prerequisites and bonuses. This important activity will include related activities like meeting with the Queensland College of Teachers to confirm, among other things, the status of new subjects to satisfy subject-specific entry requirements to initial teacher education courses (eg successful completion of English, mathematics and science subjects for primary teaching). QTAC will also be working with interstate admissions centres to ensure they are kept abreast of equivalencies for their jurisdictions.

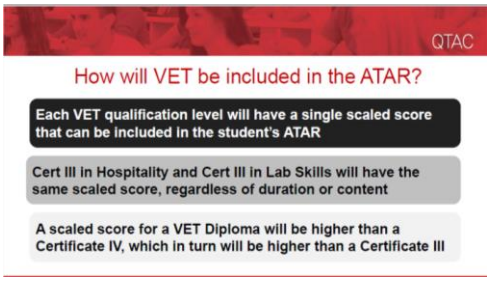
Can you tell me how specific subjects will scale?

As scaling is based on actual subject achievement data, it will not be possible to provide the scaled subject data until 2020 when the first students qualify for ATARs in the new system. The first year of the ATAR system will provide base line information about the scaling of subjects for inclusion in the ATAR calculation.

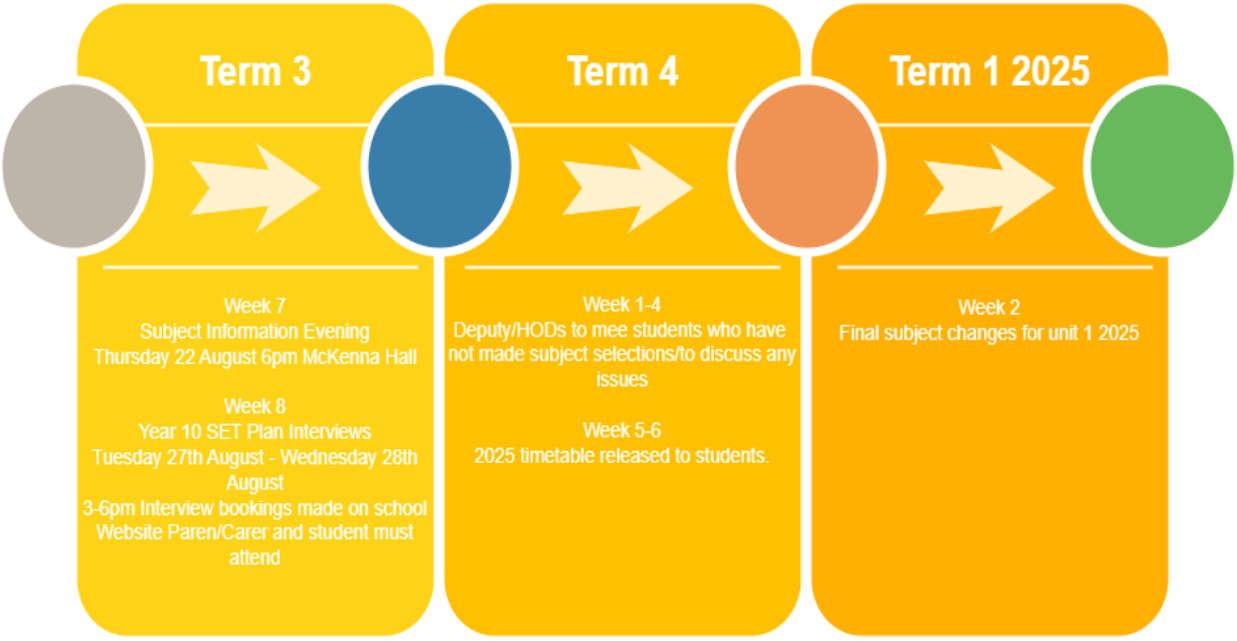
Trend information on the scaling of subjects will be available in the years immediately following the first year.

Can I use my ATAR to apply in other states?

Yes. The Queensland ATAR will be recognised in all other Australian states and territories.



Subject Selection Process



Transition

The transition to Year 11 and 12 is significant and often difficult with increases in the complexity of subject content and the amount of time required for homework, assignment work and private study. We find that students who have an educational or vocational goal in mind and make decisions about their future independent from their peers, have the motivation and commitment necessary for success in the senior school. Many factors can influence levels of success and happiness during Year 11 and 12. **Most of these factors are actually under a student's control, for example time management and persistence.** The selection of appropriate subjects is one of the most influential of these factors and is one of the first to be encountered over which students have control. Well thought out subject choices made at the end of Year 10 are important.

Guidelines to Subject Selection:

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

When choosing subjects you need to consider:

1. **Your interests:** The subject areas that you have enjoyed previously and would like to learn more about.
2. **Your capabilities:** The best indicator of your aptitude/capability in a subject area is your previous achievement level in that subject. Few achievement levels increase measurably in Year 11 and 12.
3. **Your career/educational aspirations:** You need to consider the area in which you would like to be employed upon completion of your formal education. Realistically, you should consider a number of areas to increase your options. You have completed a Senior Education Training (SET) Plan which supports your decision making.
4. **Subject requirements:** Some tertiary courses have specific subject requirements that must be taken in Year 11 and 12. Prerequisite subject information for tertiary courses is available in the publication Tertiary Prerequisites issued by the Queensland Tertiary Admissions Centre (QTAC) and available to Year 10 students through the school.

5. **The nature of the subjects:** You need to understand the nature and content of each of the subjects available in Year 11 and 12. Consult this document and ask subject teachers, Heads of Department, form teachers and other students for detailed information about the objectives, content, assessment procedures and work load.

6. **Your attitude:** Your attitude towards a subject will greatly influence your achievement level in that subject. In addition, there may also be a number of factors, which are specific to you. These may include equipment and material costs, time commitment necessary, degree of practical work/theory, etc.

Note: Any decision that does not realistically take into account the above considerations is likely to lead to frustration and disappointment.

Eligibility for Tertiary Entrance (University and TAFE)
There are important steps which students seeking tertiary entrance must follow.

1. Students should ensure that they have chosen the necessary pre-requisite subjects (and considered recommended/assumed subjects) for the tertiary course/s which they hope to enter.

2. Students should consider obtaining an ATAR score to assist with eligibility for university entrance.

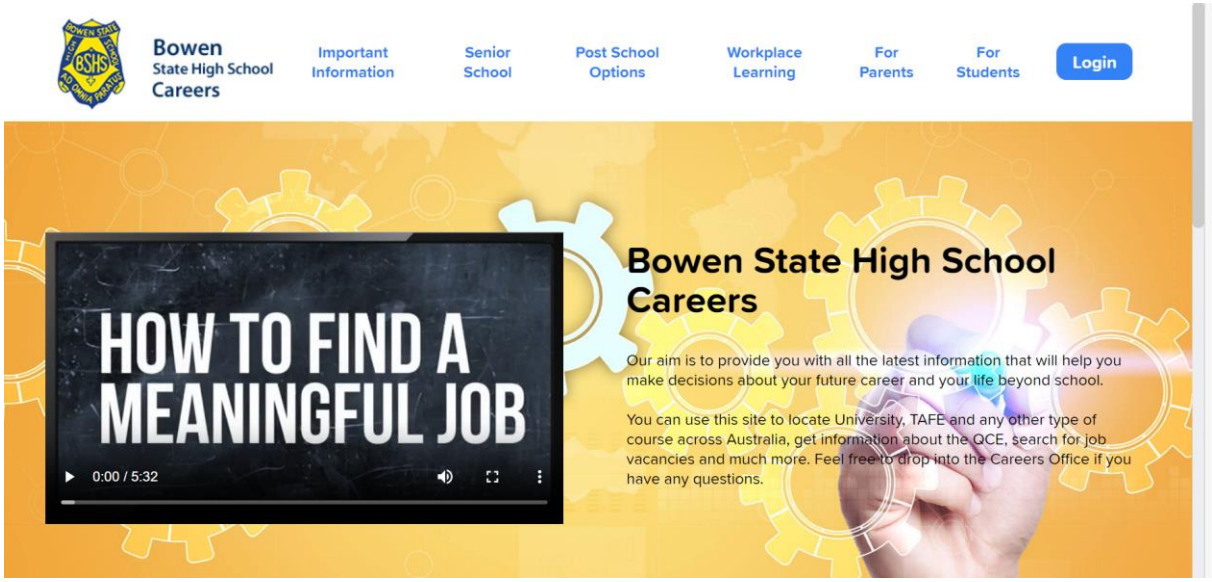
Bridging & Preparatory Courses: Each university offers its own preparatory courses, for example JCU have a program called Tertiary Access Course.

Note: Students should note that different tertiary institutions may have different requirements for the same courses. The requirements for each institution should be carefully considered.
For more detailed information please contact Mrs Lauren Doyle, Guidance Officer.

Career Website Page

The careers website page is available for all parents and students and has a wide range of information covering many aspects of senior schooling.

The website can be located:
http://www.bowenshscareers.com/



Learning Accounts

All schools are required to register their students with the QCAA in the year they complete Year 10 or turn 16, whichever comes first. When a student is registered, the QCAA opens an individual, web-based learning account for them. The account is password protected and can be accessed by the student.

The learning account records what, where and when a student learns, and the results they achieve.

Schools and other learning providers report students' enrolments and results to the QCAA. The QCAA then records the information into the students' individual learning accounts.

Students use their learning account to track their progress towards a QCE, vocational certificate of the QCIA.

All learning and results recorded in a student's learning account will also be recorded on the student's Senior Statement. Every student who completes Year 12 will receive a Senior Statement.

Students access their learning account through the Student Connect website – https://myqce.qcaa.qld.edu.au .

If a student completes Year 12 without achieving a QCE, their learning account will remain open for a number of years, regardless of their age. It is important that students complete as much successful learning as possible while still at school. However, after Year 12, any QCE-related learning and activities can still be recorded in the learning account. When the person achieves 20 credits, the QCAA will award the QCE in July or December of that year.

General Information

Attendance Requirements – Over 90% attendance

Senior Schooling at Bowen State High is a full-time occupation. It is your workplace for Years 11 and 12. If Senior Schooling is to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in your senior years. The Senior Students Accountability Program defines the expectations of senior students in the senior secondary years. The school is required to submit attendance reports to the Department of Education and Training each term for students who claim Youth Allowance payments.

Subject Offerings

The subjects set out in this booklet are offered, subject to sufficient enrolments. Where too few students enrol for a subject in Year 11 that subject will not be offered as a separate class.

Change of Subject

When a subject is chosen a commitment is made for the semester. The Senior Statement only records subjects studied for a full semester or more.

Students may change subjects at the end of a semester and are required to complete a Request for Change Form available from the Office. This requires approval from parents, consultation with the Guidance officer and relevant Head of Department. Final approval is given by the Deputy Principal subject to the availability of places in other subjects, and only if there is a sound educational reason for change.

Work Load

Students in the Senior School will normally take six (6) subjects each semester. Any variation to a Course of Study needs to be negotiated through the Principal. Being able to manage your time is a key study skill. As a general guide, students should program at least five (5) blocks of three hours duration to study at home every week.

However, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan. Only you can do your own learning. No one else can learn for you.

Assessment

Students must comply with the requirements of each subject as laid down in the Assessment Statement for that subject. The school Assessment Policy and the Senior Student's Accountability Program will apply. The Policy has been developed to be fair to all students, and to ensure that students meet their obligations regarding completion of a course of study. An Assessment Calendar is issued to students at the start of each semester. Continuous school based assessment requires students to prioritise tasks and manage their time effectively in order to submit tasks on the due date.

Mode of Delivery

Composite Class	Students from different year levels studying the same subject and the same unit, for example, Year 11/12 Drama.
Combined Class	Students from different year levels studying the same subject but at different states/semesters for example, Year 11/12 Visual Art.
Course Outline By Semester	A sequential course of study where the semesters are studied in a highly developmental sequence with, for example, Semester 3 more difficult/advanced than Semester 2.
Course Outline By Unit	A course discrete units that can be studied in any order. Some subjects/units however might require a foundation or core unit to be studied first.

Senior Education and Training Plans

Background
The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake education and/or training for two years, or until they achieve a Queensland Certificate of Education, or a Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10, you will be able to choose from a broader range of learning options leading to a Queensland Certificate of Education or a Certificate III vocational qualification. In order to make the most of this opportunity, you will need a plan. The SET Plan is a key part of the Queensland Government's Education and Training Reforms for the future initiative. It is an important step for you. It is a time when you make choices about your future education and/or training.

The Plan should be designed to map your individual learning pathways through the Senior Phase of learning. You can use your SET Plan to build on your own strengths and to work towards the Queensland Certificate of Education, Certificate III level vocational qualification and/or a viable work option.

This Plan is to assist you to make good choices about further learning and work. However, for your Plan to be effective there is work for you to do as well.

What is a SET Plan?
Your SET Plan maps out how you will work towards a Queensland Certificate of Education or Certificate III vocational qualification, and/or a viable work option.

The SET Plan is designed to:

- Work as a 'road map' to help you achieve your learning goals during the Senior Phase of Learning.
- Include flexible and coordinated pathway options.
- Assist you to examine further options across education, training and employment sectors.
- Help you to communicate with your parents/carers or personnel from your school/learning provider.

In your personalised planning, you will be able to list a variety of different learning pathways, some of which you may access outside the current formal structure of your school. This will allow you to create more options and flexibility in your learning. The Plan can be altered if you decide to change direction and explore different learning pathways.

Your SET Plan process can be started at any time. However, it should be ready before you complete the transition into the Senior Phase of Learning. For most of you, this will be Year 10 at school.

Certification

At the completion of Year 12, students are eligible to receive up to four documents.

Document 1 – Senior Statement

All students who finish Year 12 will receive a Senior Statement. This reports all learning undertaken and the results achieved during the senior phase of learning.

Document 2 – Queensland Certificate of Education

This certificate will only be issued to students who have completed a significant amount of learning at a set standard, which meets literacy and numeracy requirements.

Document 3 – Tertiary Entrance Statement

This statement indicates a student's ATAR. Students will only receive this document if they are eligible for tertiary entrance.

Document 4 – Queensland Certificate of Individual Achievement

This certificate confirms learning outcomes for special needs students on individual learning programs. The certificate reports the educational achievements of students who are on highly individualised learning programs and reports achievement in three sections: Statement of Achievement; Vocational Education and Training and Statement of Participation.

Other Credentials

Vocational Certificates or Statements of Attainment will be issued by the school and any other training provider e.g. TAFE.

Changes to senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

From 2020, there will be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: www.qtac.edu.au.

Senior Education Profile

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

More information

myqce.qcaa.qld.edu.au

The myQCE website (for students completing Year 12 from 2020) provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

191221

Queensland Certificate of Education

For students completing Year 12 from 2020

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

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

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

I enjoy VET subjects. What happens if I decide to do further study after Year 12?

If you complete an AQF Certificate III or higher-level VET qualification while at school, you may be able to use this as the basis of admission to a higher education course. You may also be given credit at TAFE for units of competency or qualifications you have completed during Years 11 and 12.

I want to start a school-based apprenticeship/traineeship at school. What can I do when I leave Year 12?

If you are ATAR-eligible, you may be able to use your ATAR to gain entry to a university course, provided you have studied the necessary prerequisites.

If you are ATAR-ineligible, you can choose to complete your apprenticeship/traineeship, and then use this qualification to enter the workforce or to continue with further study. You may be granted credit for the units of competency you have completed as part of your apprenticeship/traineeship.

Your school guidance officer can help you understand the different tertiary entrance pathways and the best options for you.

I want to get a job after Year 12. Can I return to study later?

If you enter the workforce after completing Year 12, you can return to further study at any time. To be eligible for a course, you must have successfully completed any prerequisite subjects.

When you apply for entry to a course, your ATAR (if you have one) will be used. If you do not have an ATAR, a rank can be calculated for you, based on what you have done at school or through some recognised training courses. You can even use life experiences and length of time spent working in an industry.

Tertiary institutions welcome applications from mature age and other applicants who are not seeking entry to tertiary courses immediately following Year 12. If you have one, your ATAR from senior schooling will still be relevant, and for many institutions so will other qualifications and experiences you have gained since leaving school. Contact QTAC or the institution you are seeking entry to for specific advice, including upgrading pathways.

More information

Queensland Curriculum and Assessment Authority

www.qcaa.qld.edu.au

T 1800 804 991

Queensland Tertiary Admissions Centre

www.qtac.edu.au

T 1300 467 822

18508

Year 10: What next?

Preparing for learning in Years 11 & 12

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Planning your senior pathway

Making decisions about your senior secondary schooling is an important step in planning your future.

In Year 10, your school will work with you and your parents/carers to develop a Senior Education and Training (SET) Plan (or equivalent).

Your SET Plan will help you:

- think about your education, training and career goals after Year 12
- structure your learning in Years 11 and 12 around your abilities, interests and ambitions
- map your pathway to a Queensland Certificate of Education (QCE).

Senior Education Profile

At the end of Year 12, you will receive a Senior Education Profile (SEP) from the Queensland Curriculum and Assessment Authority (QCAA).

Depending on your learning goals and achievements, your SEP will contain a Statement of Results and QCE (if eligible) or Queensland Certificate of Individual Achievement (QCIA) (if eligible).

Statement of results

Your statement of results is a transcript of your learning account. It shows all contributing studies and the results achieved.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

How does it work?

To receive a QCE, you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

- **Set amount:** 20 credits from contributing courses of study, including:
  - QCAA-developed subjects or courses
  - vocational education and training (VET) qualifications
  - non-Queensland studies
  - recognised studies.
- **Set standard:** satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.
- **Set pattern:** 12 credits from completed Core courses of study and 8 credits from any combination of:
  - Core
  - Preparatory (maximum 4 credits)
  - Complementary (maximum 8 credits).
- **Literacy and numeracy:** you must meet literacy and numeracy requirements through one of the available learning options.

What can I study?

The QCE lets you choose from:

- **General subjects:** suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies, vocational education and training or work. General subjects include Extension subjects.
- **Applied subjects:** suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.
- **Senior External Examination subjects:** individual subject examinations provided across Queensland in October and November each year by the QCAA.
- **Short Courses:** 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.
- **Vocational education and training (VET) qualifications:** to get students ready for work through practical learning. VET can also lead to further education and training.
- **Other courses:** allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors.

Tertiary entrance

ATAR

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Year 12 students in Queensland.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Year 12 students.

The ATAR is comprised of results you achieve at Unit 3 and 4 level in:

- 5 General subjects, or
- 4 General subjects + 1 Applied subject or completed VET qualification at Australian Qualifications Framework (AQF) Certificate III level or above.

To be eligible for an ATAR, you must successfully complete an English subject.

In addition, the following precluded subjects and subject combinations rules will apply:

- Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
- Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
- Where you complete the same Language subject (e.g. Chinese) as both an internally-assessed subject and a Senior External Examination, only one result can be included in the ATAR.

Your school can help you to plan your senior study to ensure you meet ATAR eligibility requirements. You may also wish to use QTAC's free online planning tool My Path, which can automatically check your ATAR eligibility from the pattern of subject choices you enter.

Other tertiary entrance pathways

If you are not eligible for an ATAR but wish to gain entry to a tertiary course, you may be able to gain entry via completion of an AQF Certificate III or higher-level VET qualification, or a completed performing arts qualification.

Your school guidance officer can help you understand the different tertiary entrance pathways and the best options for you.

FAQs

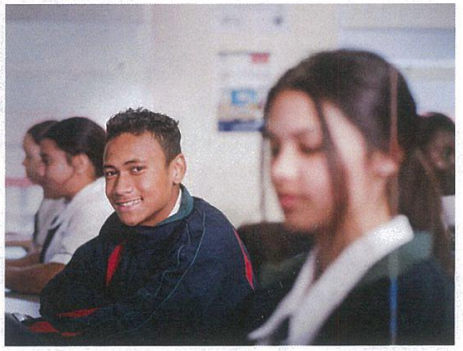
I don't know what I want to do after Year 12. What subjects should I study?

If you are not sure what you want to do after Year 12, choose subjects you like or have an interest in, and in which you are likely to do well.

I want to do further study after Year 12. Which subjects should I take?

If you intend to go to TAFE or university after completing Year 12, you should check how students are selected for your preferred course/s. You need to ensure you choose subjects that fulfil the prerequisites for the course/s you are considering. You should then choose subjects that interest you and in which you are likely to do well.

To get into many tertiary courses, you will need an ATAR. Your school can help you to plan your senior study to ensure you meet ATAR eligibility requirements.



Choosing a Course of Study

Relate Subject To Current Career Information

It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you.

The following resources are available in the school and give information on subjects and courses needed for careers:

- Summary of selection criteria for entry to universities and colleges 2023 (copies available for each Year 10 student).
- The book Queensland Job Guide, information sheets and other careers information – for information on subjects needed for particular occupations.
- Web Sites – for example: myfuture.edu.au; workplace.gov.au; jobsearch.gov.au; acs.futurefinder.com.au, etc.

Note: By checking this information you will become aware of the distinction between:

Prerequisite subjects: subjects which must be taken for future courses or career.

Assumed Knowledge: where it is considered necessary to have a minimum level of achievement in a subject to be successful in the first year of tertiary study.

Recommended study: not essential, but which are likely to make future courses easier to follow.

Research each subject thoroughly

To do this it will be necessary to:

- Read subject descriptions and course outlines in this handbook.
- Talk to Heads of Departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection Presentation.

Senior Phase Independent Learning Centre

Bowen State High's Senior Phase of Independent Learning Centre (ILC) is proactive in providing our students with a variety of pathways and opportunities to learn practical and academic skills through experience and practice in the workplace and academic institutions. There are a number of ways in which students can access the Senior Phase of Independent Learning Program. The ILC provides the location and basic facilities to access their chosen path whilst giving support to the student.

Academic Extension – Universities, TAFE, RTO

Students wishing to extend their academic repertoire of subjects and skills may apply to study a TAFE Certificate. Students may also access external RTOs to study Certificates II to Diploma level.

Students are able to take up offers at any TAFE or RTO. If help is required, they need only seek assistance form the Senior Phase of Independent Learning Program.

Structured Work Placement is offered to students who study subjects that have a Vocational Certificate as part of their course of study. All Vocational Education and Training (VET) courses at Bowen State High School lead to nationally recognised qualifications. Courses are consistent with accredited training packages. Competencies are outlined in the Course Overview Booklet for that Certificate. Students are required to master skills taught in the classroom (off-the-job training) by applying them in the workplace (on-the-job training), where they are assessed by trained workplace supervisors. Although not mandatory, courses may insist or highly recommend "on the job" participation.

The length of structured work placement will vary from industry to industry. It could be one day a week for a term or a block of five days during the term, two or three times a year. Subjects involved in this program include Hospitality Studies, Automotive and Manufacturing Technology.

Work Experience/Work Shadowing is offered to students in Year's 10-12. This type of work placement is generally of an observational nature and is often sought by students trying an employment area not covered by vocational training programs. Students apply for placement via Work Experience Expression of Interest form.

School Based Apprenticeships and Traineeships (SATs) allow students to work towards nationally recognised qualifications while completing high school studies. Students are paid for time spent working and training is negotiated to take place at work, at school or with a training provider (e.g. TAFE). Students do not have to pay for this training. Only students selecting a Negotiated Pathway are able to access these opportunities.

Recommendations for success in Year 11 & 12 Senior Subjects

This list is provided to help with choice in subject selection. Ability and interest needs to be considered before subjects are taken.

GENERAL SUBJECTS	RECOMMENDED ENTRY FOR SUCCESS (Based on Year 10 Results)
ANCIENT HISTORY	B in English B in Humanities
BIOLOGY	B in English B in Science B in Maths
CHEMISTRY	B in Science B in Maths B in English
DRAMA	B in English
GENERAL ENGLISH	B in English
DESIGN	B in Maths B in English Desired that the student has studied Design or Hospitality in YR 9 - 10
LEGAL STUDIES	B in English B in Humanities *Pre-requisite – Year 10 Civics and Citizenship
GENERAL MATHEMATICS	B in Core Maths
MATHEMATICAL METHODS	B in Year 10 Extension Maths A in Year 10 Core Maths
MATHEMATICS Specialist	A in Year 10 Extension Maths Maths methods must be selected to study Specialist Maths. Attend 8am lessons in ILC.
MODERN HISTORY	B in English B in History *Pre-requisite – Year 10 Civics and Citizenship
MUSIC STUDIES (Brisbane Distance Ed)	Interest in performance skills, contemporary composition/song writing, music production and the music industry.
PHYSICAL EDUCATION	C in English Interest in sport and physical activities.
PHYSICS	B in Maths Ideally students will also be studying Maths Methods in Year 11. B in Science B in English
GEOGRAPHY	B in English B in Humanities
VISUAL ART	B in English Experimentation and creativity, attention to detail, basic foundation in Art skills.

Applied Subjects and Certificate Courses RECOMMENDATIONS	
AQUATIC PRACTICES	An interest in all things marine.
ARTS IN PRACTICE	An interest in performing arts C or better in art, drama, music in Year 9 /10.
BUSINESS STUDIES	An interest in Business and Marketing
ESSENTIAL ENGLISH	Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work.
CERTIFICATE II IN HOSPITALITY (CQU)	An interest in food preparation and presentation, beverage service, barista skills and customer service. Must have strong communication skills, be able to multi task and problem solve. Must complete 12 services for the school or local community as work placement.
DRAMA IN PRACTICE	An interest in drama.
MUSIC IN PRACTICE	An interest in music.
HOSPITALITY PRACTICES	An interest in cooking, food preparation and customer service. Must demonstrate a good work ethic. Theory & practical components of the course are equally important.
CERTIFICATE II in ENGINEERING (TAFE)	An interest in metal fabrication and processing (machining/welding). An ability to work in a range of diverse environments. An ability and interest in mathematics. Must be resilient and have an attention to detail.
ESSENTIAL MATHEMATICS	All students are eligible.
SPORT AND RECREATION	C in English or basic literacy and numeracy skills.
SCIENCE IN PRACTICE	An interest in Science/Agriculture/Health/Electrical.
VISUAL ART IN PRACTICE	C in English Interest and ability in Art and Art Foundations, attention to detail experimentation and creativity.
CERTIFICATE III FITNESS	C in English Interest in fitness instruction and strong developed communication skills.
ENGINEERING SKILLS	An interest in metal fabrication & processing. C in Materials and Technology Specialisations Year 9/10. Theory & practical components of the course are equally important.
BUILDING AND CONSTRUCTION SKILLS	An interest in Construction including bricklaying, paving, concreting & carpentry. Theory & practical components of the course are equally important. C in Materials and Technology Specialisations Year 9/10
INFORMATION & COMMUNICATION TECHNOLOGY	An interest in computer technology including animation virtual digital technology, vlogging and media.
CERTIFICATE II ELECTRO TECHNOLOGY (TAFE)	Good level in maths minimum General Maths. An ability to problem solve and work following safe practices.
CERTIFICATE II AUTOMOTIVE (TAFE)	An interest in engines and cars in general. Good level of maths.
CERTIFICATE II HEALTH SUPPORT SERVICES (CQU)	An interest in medical/nursing. Good level English is necessary.
CERTIFICATE III BUSINESS	C in English and Maths. Interest in running a business

QCAA senior syllabuses

English

Applied
- Essential English

General
- English

General
- Literature

Short Course
- Literacy

Health and Physical Education

Applied
- Sport & Recreation

General
- Physical Education

Humanities and Social Sciences

Applied
- Social & Community Studies
- Tourism

General
- Ancient History
- Geography
- Legal Studies
- Modern History

Short course
- Career Education

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

General (Senior External Examination)
- General Mathematics

Short Course
- Numeracy

Sciences

Applied
- Aquatic Practices
- Science in Practice

General
- Biology
- Chemistry
- Physics

Technologies

Applied
- Building & Construction Skills
- Engineering Skills
- Hospitality Practices
- Information & Communication Technology

General
- Design

The Arts

Applied
- Arts in Practice
- Drama in Practice
- Visual Arts in Practice

General
- Drama
- Visual Art

Essential English

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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English

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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Literature

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

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

• the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts

• the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms

• enjoyment and appreciation of literary texts and the aesthetic use of language

• creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others

• critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

• empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

1. use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

2. establish and maintain roles of writer/speaker/signer/designer and relationships with audiences

3. create and analyse perspectives and representations of concepts, identities, times and places

4. make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

5. use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

6. select and synthesise subject matter to support perspectives

7. organise and sequence subject matter to achieve particular purposes

8. use cohesive devices to emphasise ideas and connect parts of texts

9. make language choices for particular purposes and contexts

10. use grammar and language structures for particular purposes

11. use mode-appropriate features to achieve particular purposes

Structure

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

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 – Analytical response	25%	Summative internal assessment 3 (IA3): • Extended Response — Imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response – Imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — Analytical written response	25%

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Sport & Recreation

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.

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

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Physical Education

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

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

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

Summative assessments

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

Head of Department: Steve Moore smoor80@eq.edu.au

Social & Community Studies

Applied

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: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Head of Department:

Tourism

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: • 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 **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Head of Department:

Ancient History

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

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

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

Summative assessments

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

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Geography

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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Legal Studies

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

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

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

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

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes

- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

Structure

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

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

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

Summative assessments

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

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Modern History

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Germany since 1914 (World War I begins) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

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

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

Summative assessments

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

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Essential Mathematics

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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General Mathematics

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

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

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

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

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

Pathways

A course of study in General Mathematics can establish a basis for further education and

employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry algebra, matrices and univariate data** • Applications of trigonometry • Matrices • Univariate data analysis	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative assessments

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

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Mathematical Methods

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences • Functions and graphs • Exponential functions 1	**Calculus and further functions** • Exponential functions 2 • Trigonometric functions • Introduction to differential calculus • Applications of differential calculus 1	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Head of Department: Russell Todd rtodd13@eq.edu.au

Aquatic Practices

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: • 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: • 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

Head of Department: Stephen Moore smoor80@eq.edu.au

Applied

Certificate III in Fitness and Recreation

SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 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):
$365.00 per person **(+ First Aid $55.00)**

QCE Outcome:
Maximum 8 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** › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation **PROGRAMS** › Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
TERM 5	**TOPICS** › Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients (including Older Adults) **PROGRAMS** › Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Conduct a Group Session
TERM 7	**TOPICS** › N/A (Practical Term) **PROGRAMS** Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	SISFFIT036	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
SISXCCS004	Provide quality service	SISFFIT052	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities		

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Certificate III in Business

Applied

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2 Optional Additional 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

QCE Outcome:
Maximum 8 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** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Research Topics and Create a Group Presentation **PROJECTS** › Group Presentation
TERM 3	**TOPICS** › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › WHS Processes at the 'Go! Regional' Travel Expo
TERM 4	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 5	**TOPICS** › Develop and Apply Knowledge of Personal Finances **PROJECTS** › Personal Budget for the Future
TERM 6	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7 PART 1	**TOPICS** › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal
TERM 7 PART 2 (OPTIONAL)	**TOPICS** › Designing and Producing Presentations **PROJECTS** › Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

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Applied

Science in Practice

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

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

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • 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: • 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

Head of Department: Bree Ross bross37@eq.edu.au

Agricultural Science

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. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, 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. In Unit 4, students 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.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

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

Structure

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

Assessment

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

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

Summative assessments

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

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Biology

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

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

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Head of Department: Bree Ross bross37@eq.edu.au

Chemistry

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Head of Department: Bree Ross bross37@eq.edu.au

Physics

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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Building & Construction Skills

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 building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. 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 high-quality structures 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 domestic, commercial and civil construction 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 and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction 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 Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

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

Building & Construction 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	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for 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 construct a unit context structure and document the construction process.	**Structure** Structure: 1 unit-specific structure constructed using the skills and procedures in 5–7 production processes **Construction process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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Engineering Skills

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 procedure.

Structure

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

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

Assessment

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

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

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Industrial Technology Skills

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 one of four key learning areas of Cabinet Making and Industrial Graphic Skills. With additional training and experience, potential employment opportunities may be found, for example, in domestic and commercial furnishing industry, or the technical drawings and graphical representation in jobs in either building and construction and or Engineering.

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 procedure.

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus is made up of 4 different syllabus, Furnishing Skills, Industrial Graphics Skills, Building and Construction Skills and Engineering Skills. At Bowen State High School, we have elected to pull 2 units from each Furnishing skills and Industrial Graphics Skills to make up the four units of study for this course. As a result students will complete only two units from each learning area below.

Unit option	Industrial Graphics Skills Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting - modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry
Unit option	Furnishing Skills Unit title
Unit option A	Furnishing Making
Unit option B	Cabinet Making
Unit option C	Inferior Furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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Hospitality Practices

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **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 plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

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Information & Communication Technology

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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Design

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

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

Summative assessments

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

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Arts in Practice

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 Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. 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 interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Pathways

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

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

Objectives

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

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

Structure

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. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

Technique	Description	Response requirements
Project	Students plan, make and evaluate an arts work to communicate their viewpoint about a selected issue, experiences of identity and belonging, response to a client brief, or exploration of an inspirational arts practitioner.	**Arts work** A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded): up to 4 minutes **Planning and evaluation of arts work** One of the following: • 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
Product or performance	Students make an arts work in response to the selected issue, celebration or event about cultural identity, a client brief, or influences as	**Arts work** A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes

	explored in the project, to communicate their ideas.	• Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Devised scene: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded) up to 4 minutes

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Drama in Practice

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

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

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

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

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

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

Objectives

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

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

Structure

Drama in 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	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

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Visual Arts in Practice

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

		• Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

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Visual Art

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

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

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

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

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Drama

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

The arts encourage unity through active involvement in building cultural literacy by respecting and valuing the meaningful and unique impact of Aboriginal people's and Torres Strait Islander people's contribution to Australia's arts knowledge, traditions and experience. Australia's multicultural identity, cultural inheritance and contemporary arts practice is enhanced through this recognition and the shared inspirations of the broader Asia–Pacific community.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways:

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives:

By the end of this course students will:

- Demonstrate skills of Drama
- Apply literacy skills
- Interpret purpose, context and text
- Manipulate dramatic languages
- Analyse dramatic languages
- Evaluate dramatic languages

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Share • Performance: (3-5 mins in length) and an annotated script • Project: Dramatic concept about a convention/style within a viewed text	**Reflect** • Analytical essay under exam conditions • Project: Practice-led project (5-7 mins) of a multimodal pitch, followed by a 3-5 min performance.	**Challenge** • Performance: (3-5 mins in length) and an annotated script • Project: Dramatic concept about a convention/style within a viewed text	**Transform** • Analytical essay under exam conditions • Project: Practice-led project (5-7 mins) of a multimodal pitch, followed by a 3-5 min performance.

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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• Practice-led Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept — inquiry phase 2</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Version history

Version	Date of change	Update
1.2	May 2018	Addition of four General senior external examination subjects in Languages: Chinese, Indonesian, Korean and Vietnamese.
1.3	August 2018	Updated to reflect changes to syllabuses.
1.4	February/March 2019	Updated to include General senior external examination subjects (SEEs) in 12 non-language subjects and six interstate 'borrowed' language subjects. General review of wording, layout and sequencing. Re-ordering of subjects.
1.5	November 2019	Statement of results replaced with Senior Statement.
1.6	July 2020	Corrected an error in information for Ancient History General Senior Syllabus. Updated the naming convention for senior external examinations.
1.7	August 2020	Removal of the Visual Art SEE.
1.8	April 2023	Updated to reflect changes made to Applied syllabuses, the retirement of some SEE syllabuses and the development of Tamil SEE.
1.9	April 2024	Updated to reflect changes made to the revised General, Applied (Essential) and Short Course syllabuses.

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