Subject Selection Guide
Years 11 and 12

Updated July 2025

Southern Cross Catholic College
Co-educational Prep - Year 12
REDCLIFFE

Contents

Introduction

The purpose of this booklet is to guide parents and students in choosing relevant pathways and subjects in senior school.

Towards the end of Year 10, students must complete a Senior Education Training Plan (SET-Plan) interview to commit to a two-year course of study for Years 11 & 12.

Southern Cross offers a range of pathways for students to complete their final two years of schooling. These include:

- General Subjects
- Applied Subjects
- Vocational Education and Training (VET) subjects
- School-based apprenticeships and traineeships (SATs)
- Other flexible study options, including study university subjects while still at school.

All pathways contribute toward a Queensland Certificate of Education (QCE).

This guide provides basic information about courses and requirements for Years 11 & 12. Students should discuss their options with people who know them well and with college staff who have up-to-date information about tertiary pre-requisites and other post-secondary opportunities.

Reasons to choose subjects:

1. What subjects am I good at, and do I enjoy?
2. In which subjects do I perform well?
3. Will the subjects provide an appropriate degree of challenge?
4. What possible pathways or university courses am I considering for the future?

Reasons <u>NOT</u> to choose subjects:

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you will not necessarily be in the same class.
2. "I do/don't like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your mind based on your strengths and preferences.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites or see the Senior Years Program Leader.
6. Perceived scaling outcomes for ATAR purposes.

Please read this document in conjunction with the relevant senior subject syllabus for each subject and the Senior Schooling Pathways Options. Syllabus documents are available at https://www.qcaa.qld.edu.au/senior/senior-subjects/syllabuses

Given each syllabus is designed as a very detailed document to inform teaching and learning, when reading the syllabus as a parent or student, the more pertinent sections will be:

- Pathways/Learning Area Structure
- Course structure
- The sections for Units 1-4 (specifically the Unit Description and Topic outlines)
- Assessment

Many of the syllabuses have strong content and rigorous requirements in the form of demanding assessments. There is a strong need for continued study at school and at home. At home study requirements should consist of at least 2 hours of study 5 to 6 days a week to meet academic and syllabus requirements. Please keep this in mind when making selections.

Please note: A line structure will be developed that provides the widest range of elective combinations (within timetabling constraints) post SET Planning completion. Not all subjects can run due to class sizes, timetable structure and other operational issues, however it is important that students are aware of possible subject choices as they begin to investigate their senior journey. Subject selection will have to be reconsidered for some students whose preferences are not completely satisfied by the aforementioned line structure. Subject changes post SET Planning finalisation will be limited to the provisions of our Subject Change Policy as the timetable is developed to satisfy student choices at the time of selection.

Contacts at SCCC

The Assistant Principal – Curriculum is responsible for the overall subject selection process. The Senior Years Program Leader – Student Transition, Agency and Pathways Years 10 to 12 is qualified to give significant advice about careers and selections. For specific advice about subject areas, please contact the Curriculum Leaders directly.

Head of Scarborough Secondary	Janelle Doohan
Deputy Head of Campus	Aime Culpeper
Assistant Principal – Curriculum	Greg Cuthbert
Assistant Principal – Religious Education	Reuben Pather
Assistant Principal – Pastoral	Matt Rowlands
Pastoral Team Leader – Delany	Trisha Keenan
Pastoral Team Leader – Frawley	Shaun Godley
Pastoral Team Leader – La Salle	Ellen Faulkner
Pastoral Team Leader – MacKillop	Christina Tenni
Program Leader – Student Engagement and Wellbeing	Jess Keough
Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12	Niecia Freeman
Middle Years Program Leader – Student Transition, Agency, Engagement & Pedagogy – Years 5 to 9	Yvonne Malan
Learning Enrichment	Juanita Remphrey

Subject Contacts

Religious Education	Reuben Pather
English/Languages	Victoria Snell
Mathematics	Anthony Young
Science	Dipo Kolade
Health & Physical Education	Deana Leo
Humanities and Social Sciences	Kevin O'Dwyer
The Arts	Vanessa Hall
Digital & Design Technologies	Chris Gaffney
Food and Textiles	Cathy Cooper

Studying in Years 11 & 12

School policy dictates that all Year 11 and 12 students will study six subjects. These six subjects are:

- One of English or Essential English
- One of Mathematical Methods or General Maths or Essential Maths
- One of Study of Religion or Religion and Ethics
- Three other elective subjects/courses

The overarching aim for all students is to attain a Queensland Certificate of Education (QCE). To be awarded a QCE, students must:

- satisfactorily complete 20 credits from contributing studies. This may include:
  - QCAA-developed subjects or courses
  - Vocational education and training (VET) qualifications
  - Non-Queensland studies
  - Recognised studies
- satisfactorily complete 12 credits from core courses of study
- meet the literacy and numeracy requirements

Learning in the Core category can only contribute to the completed core requirement when a student:

- is enrolled in an Applied or General subject for Units 1, 2, 3 and 4, and is reported as satisfactory or unsatisfactory in both Unit 1 and Unit 2, and achieves a grade of C or better in Units 3 and 4
- completes a VET Certificate II, III or IV

Attendance requirements

The expected attendance standards are, at any given point in time, a minimum of 90% attendance. For a student, attendance at extra-curricular activities, sporting events, excursion and incursion opportunities, camps, senior formals, social events etc., may be impacted and restricted due to low attendance rates and/or lack of assessment submission and homework completion. Students who fall behind to the extent of being ineligible for a QCE may be asked to attend a compulsory interview where enrolment at the College may need to be discussed.

Assessment Adjustments

In Years 11 & 12, students will be operating under a range of new assessment rules and regulations that have been set out by the Queensland Curriculum and Assessment Authority (QCAA). These are known as AARA (Access Arrangements and Reasonable Adjustments) in the QCAA and at Southern Cross as Special Provisions.

Situations that allow the granting of special provision will change from what was allowable for Year 10 students, as will the approval processes and documentation required to support those provisions.

The main changes that are required relating to special provision from the start of Year 11 onwards are:

1. All students who require extra time in an exam or any other form of exam support including (amongst others) use of computer technology, teacher aide assistance and use of scribes or readers will need to have their situation reassessed and approved by the school and/or the QCAA. This includes students who have been given these provisions by the College in the past. To continue to receive these adjustments, parents must have provided to the school (or will have to have provide) supporting documentation that shows either a current Educational Adjustment Program (EAP) Verification or an independent medical report supporting the need for the adjustment. The report should be dated no earlier than the commencement of Year 10.
2. All students who require any form of special provision on social/emotional or psychological grounds will need to supply a medical report from an independent psychologist, who is not employed by the school. Certification from our school counsellor will not be allowable, as they are not classed as “independent” under the requirements. The report, when presented to the College, should be dated no earlier than six months from when the provision is sought.
3. All students who apply for special provisions on medical grounds will be required to show supporting medical documentation.
4. Where a QCAA *medical report* is listed as a requirement above, the report must be completed by an independent medical practitioner or independent psychologist and show:
    - the illness, condition or event (including details of a diagnosis, where applicable)
    - date of diagnosis, onset or occurrence
    - symptoms, treatment or course of action related to the condition or event
    - explanation of the probable effect of the illness, condition or event on the student’s participation in the assessment

Parents need to also be aware that QCAA regulations do not allow in Years 11 & 12 for the school to reschedule assessment in situations where parents choose to withdraw students from school during term time. The most common examples of this are family holidays and family gatherings/reunions. There may be significant academic consequences for students in situations where parents ignore this requirement.

By early next year the school will be contacting parents of the following students:

- Those who have a recognised learning disability or learning difference that requires long term special provisions
- Those for whom we believe that the documentation on file is not sufficient for exam support to be approved.

Pathway Options

Where are you headed after school?	**Higher Education**	**Workforce**
How can you get there?	ATAR 6 or ATAR 5 Pathway	(Vocational) Non-ATAR Pathway
Our overall aim	Our aim is for every student to leave with a QCE	

Which is the best Pathway for me?

	ATAR 6 or ATAR 5 Pathway	**(Vocational) Non-ATAR Pathway**
Do you wish to go to University immediately after leaving school or take a Gap Year first?	Yes	No
What are my current results from Year 10?	Achieving a C or (preferably) a B standard or above in every subject studied in Year 10	Passing English and Maths at an absolute minimum. Students who cannot pass these subjects in year 10 will be at risk of not attaining a QCE in Year 12 unless more effort is applied
Vocational Education and Training Activities will take me away from school for one day a week. Will this impact my pathway?	ATAR students are only to engage in activities that take them out of school if permission is granted by the Assistant Principal Curriculum	No
Which Religious Education subject should I choose?	Study of Religion or Religion and Ethics, depending on other subject choices	Religion and Ethics
Which English subject should I choose?	English	Essential English
Which Mathematics subject should I choose?	General Mathematics or Mathematical Methods. Specialist Mathematics may only be chosen as an additional elective subject in conjunction with Mathematical Methods.	General Mathematics or Essential Mathematics
Which other subjects should I choose?	Students will need to choose between 2 and 3 additional General subjects, depending on the subject choices available, combinations of subjects they wish to study and University prerequisites.	Students should be selecting mostly Applied subjects and/or completing Vet Certificate courses and/or Traineeships/Apprenticeships

Recommendations for General Subjects

For all subjects, strong recommendations exist to promote consistency across learning areas and provide a benchmark for achievement to encourage the long-term success of each chosen subject for the entirety of the two-year learning journey.

Senior General Subjects (Years 11 and 12)	Year 10 Subject	Expected Minimum Yr10 Result
General Mathematics	Mathematics Core	C
Mathematical Methods	Mathematics Advanced	B
Specialist Mathematics	Mathematics Advanced	B
English	English	C
Study of Religion	Religious Education English	B B
Ancient History	English or History	B
Biology	Science	B
Business	English Economics and Business	C C
Chemistry	Science	B
Design	English Design Technologies	C C
Drama	English Year 9 or 10 Drama	C C
Geography	English	C
Japanese	Japanese	C
Legal Studies	English	B
Modern History	English or History	C
Physical Education	Health and Physical Education	B
Physics	Science	B
Psychology	Science	B
Visual Art	English *Visual Art in Year 10 is advantageous*	C

Online Learning

Where students wish to study a General or Applied subject that is not offered on-campus at Southern Cross Catholic College, the opportunity exists to study a subject online. The College has a memorandum of understanding with the Brisbane Catholic Education Distance Education School (Fisher One). These subjects allow our students to engage in studies beyond the College whilst maintaining their strong link and support through the community offered by Southern Cross. This option is provided to students by successful application to the College. These studies attract a user-pays fee of $1,500 (approx) per subject per year.

Parents need to be aware that first and foremost, Distance Education is a private arrangement between the student/family and the Distance Education provider. Withdrawal from such courses after enrolment may attract cancellation fees.

For further information, FisherONE Senior subject guide v5 contains details on subjects offered and guidelines.

Mock Exams

Mock Exams may occur at the conclusion of Units 1 and 2 and will occur at the conclusion of Units 3 and 4. This allows our students to engage in examinations that mirror the external examinations experienced at the end of Year 12. These development opportunities support the teaching and learning within each syllabus by providing students with the means to demonstrate key learning and skills for examination success.

University Excellence Programs

University Excellence Programs give the flexibility of a transition program to enable students to study first-year University subjects whilst still studying Years 11 and 12. This offers an insight into University life and prepares for further studies. All subjects are by application only, and additional costs may be incurred pending acceptance. The school must grant approval to study a University excellence program. Please see the Assistant Principal Curriculum for more details.

QUT
QUEENSLAND UNIVERSITY OF TECHNOLOGY

START QUT
https://www.qut.edu.au/study/options/start-qut

Open August – Close October
Only available from Semester 2 of Year 11

USC
UNIVERSITY OF THE SUNSHINE COAST

HEADSTART
https://www.usc.edu.au/study/courses-and-programs/headstart-program-year-11-and-12-students

Open August – Close October

ACU
AUSTRALIAN CATHOLIC UNIVERSITY

UNI STEP-UP
https://www.acu.edu.au/about-acu/community-engagement/widening-participation/uni-step-up

see link for further details

UQ
UNIVERSITY OF QUEENSLAND

ENHANCED STUDIES PROGRAM
https://esp.uq.edu.au

see link for further details

Careers, Vocational Education and Training

Vocational Education and Training delivers nationally recognised qualifications to students, providing them with the skills and knowledge required for employment in specific industries. If students choose to complete a VET course offered by the school, either through a third-party agreement or the school RTO, this forms part of their timetable.

Students also have the opportunity to complete a VET course through other providers, such as TAFE Queensland. The TAFE@School program, which generally runs one day per week for one year in either Year 11 or 12, allows students to attend TAFE and the opportunity to achieve the Certificate qualification whilst still a full-time school student. Courses by other providers vary in their delivery method, meaning students may complete the course through a mixed method of face-to-face instruction and online work.

Many TAFE and private colleges also provide courses that lead to vocational qualifications.

The VET in Schools program offers many benefits. These may include:

- Fits around your senior studies
- Get valuable QCE credit points
- May contribute to your ATAR
- Direct entry into TAFE when students finish Year 12
- Credit towards an apprenticeship, diploma or university studies
- Open up a variety of University pathways
- Improved understanding of the chosen industry
- Build practical skills in an adult learning environment
- Readiness to undertake employment in the industry
- Cost advantages

The school also supports students completing school-based traineeships and apprenticeships. Through a school-based traineeship, students can undertake employment-based training while continuing full-time enrolment. Traineeships and apprenticeships are available for a range of qualifications. Students are encouraged to visit the Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12 for more information about traineeship and apprenticeship options.

APPLYING FOR TAFE COURSES

The Institute most commonly attended by our students is the TAFE Brisbane. It is essential to visit the website of the institution to check the accurate details of what is on offer:

TAFE Queensland – https://tafeqld.edu.au

TAFE@School Program – https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html

If the Certificate course has been identified in the student's SET plan and is in an identified skill shortage area, then a small tuition fee may apply. All costs, including tuition fees, student ID, utility, and material fees, will apply to enrolled students in these programs. These fees will be met by the student and made directly to the institution.

Australian Qualifications Framework

The Australian Qualifications Framework is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.

QCAA Senior Syllabuses

English
General
- English

Applied
- Essential English

Mathematics
General
- Specialist Mathematics
- Mathematical Methods
- General Mathematics

Applied
- Essential Mathematics

Technologies
General
- Design

Applied
- Hospitality Practices
- Information and Communication Technology

Health and Physical Education
General
- Physical Education

The Arts
General
- Drama
- Visual Art

Applied
- Drama in Practice
- Media Arts in Practice

Languages
General
- Japanese

Humanities
General
- Ancient History
- Business
- Geography
- Legal Studies
- Modern History
- Study of Religion

Applied
- Religion and Ethics

Science
General
- Biology
- Chemistry
- Physics
- Psychology

Vocational Education Training
- Diploma in Business
- Certificate IV Justice Studies
- Health/VET Pathway – Mater Program, TAFE
- Certificate III in Business
- Certificate II Construction Pathways
- Certificate II Engineering Pathways
- Certificate II in Sport and Recreation and Certificate III in Sport, Aquatics and Sport and Recreation

English
General senior subject

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%

Essential English

Applied senior subject

Applied

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 every day, 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

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.

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

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

Pathways

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

Objectives

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

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

Structure

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

The Alternate Sequence mode is studied at Southern Cross. Year 11 and 12 students study the same material.

Students commencing in odd years (e.g. 2025, 2027) will begin the course with Units 1 and 2. Students commencing in even years (e.g. 2026, 2028) will begin the course with Units 3 and 4.

will begin the course with Units 3 and 4.

	Unit 1	Unit 2	Unit 3	Unit 4
Odd Years	**Combinatorics, proof and vectors** • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Circle and geometric proofs	**Trigonometry, functions, further vectors and integral calculus** • Trigonometry and functions • Vectors in two and three dimensions • Vector calculus • Integration techniques • Applications of integral calculus	**Further complex numbers, proof, vectors and matrices** • Matrices • Further matrices • Complex numbers • Complex arithmetic and algebra • Matrices and transformations	**Further calculus and statistical inference** • Further complex numbers • Mathematical induction and trigonometric proofs • Rates of change and differential equations • Modelling motion • Statistical inference

	Unit 3	Unit 4	Unit 1	Unit 2
Even Years	**Further complex numbers, proof, vectors and matrices** • Matrices • Further matrices • Complex numbers • Complex arithmetic and algebra • Matrices and transformations	**Further calculus and statistical inference** • Further complex numbers • Mathematical induction and trigonometric proofs • Rates of change and differential equations • Modelling motion • Statistical inference	**Combinatorics, proof and vectors** • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions Circle and geometric proofs	**Trigonometry, functions, further vectors and integral calculus** • Trigonometry and functions • Vectors in two and three dimensions • Vector calculus • Integration techniques Applications of integral calculus

Assessment

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

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

Summative assessments

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

Students will be loaned an approved graphics calculator for use in this subject.

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**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

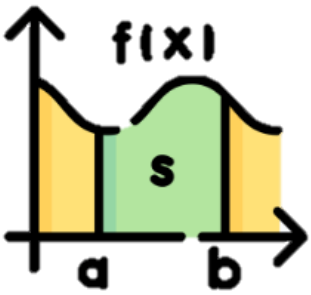
Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task (can be from Unit 3 or 4)</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>



General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • 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

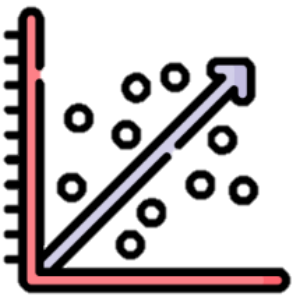
Assessment

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 (can be from Unit 3 or 4)			
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			



Essential Mathematics

Applied senior subject

Applied

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

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

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 • Managing Money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

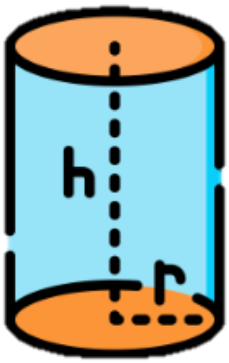
Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) – Written by QCAA • Administered and marked by school.	Summative internal assessment (IA4): • Examination — short response



Study of Religion
General senior subject

General

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion — rights and relationships** • Religion and the nation–state • Human existence and rights

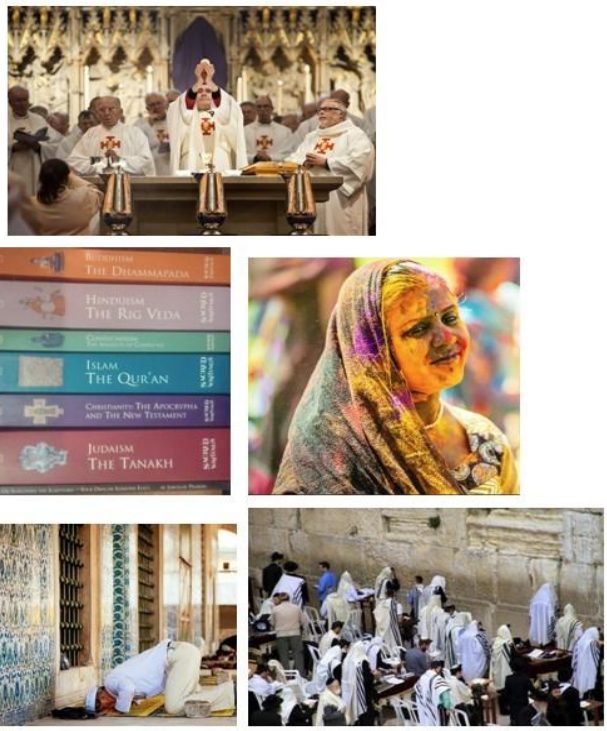
Assessment

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 — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%



Religion & Ethics

Applied senior subject

Applied

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure

Religion & Ethics 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	Australian identity
Unit option B	Social justice
Unit option C	Meaning, purpose and expression
Unit option D	World religions and spiritualities
Unit option E	Peace
Unit option F	Sacred stories

Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	**Product/Plan/Campaign** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 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, or 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words

Ancient History

General Senior subject

General

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

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

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

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse 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%

Biology
General senior subject

General

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

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

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Business
General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
  create responses that communicate meaning to suit audience, context and purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation Fundamentals of business Creation of business ideas	**Business growth** Establishment of a business Entering markets	**Business diversification** Competitive markets Strategic development	**Business evolution** Repositioning a business Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Feasibility report	25%
Summative internal assessment 2 (IA2): Business report	25%	Summative external assessment (EA): Examination — combination response The examination relates to Unit 4, Topic 2	25%

Chemistry

General senior subject

General

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

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• Examination — combination response</td></tr>
</table>

Design

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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%

Drama

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Drama in Practice

Applied senior subject

Applied

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

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

Geography

General senior subject

General

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 This examination relates to Unit 4, Topic 2	25%

Hospitality Practices

Applied senior subject

Applied

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.

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.

Most of the 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.

Unit option	Unit title
Unit A	Culinary trends
Unit B	Bar and barista basics
Unit C	In-house dining
Unit D	Casual dining

Assessment

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

Technique	Description	Response requirements
Practical demonstration	A practical demonstration including multimodal presentation of the students' planning, processes, and evaluation	**Practical demonstration** Practical demonstration: e.g., 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 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

Note: As in the Hospitality industry, students are required to be available for events outside of school hours. Notice will be provided. Participation in these events may form part of the students' assessment.

Information & Communication Technology

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, 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

Japanese

General senior subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティー — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**私の現在と将来 — My present; my future** • The present • Future choices

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 assessment

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

Legal Studies

General senior subject

General

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

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

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

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

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

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop 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 The examination relates to Unit 4, Topic 1 and Unit 4, Topic 3.	25%

Media Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Modern History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) French Revolution, 1789–1799 (Estates General meets – New Consulate established) Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) Russian Revolution, 1905–1920s (Bloody Sunday takes place –	**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) Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) Women's movement since 1893 (Women's suffrage in New Zealand becomes law) May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) Anti-apartheid movement in South Africa, 1948–1991	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: Australia since 1901 (Federation of Australia) United Kingdom since 1901 (Edwardian Era begins) France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) New Zealand since 1841 (separate colony of New Zealand established) Germany since 1914 (World War I begins) United States of America, 1917–1945 (entry into World War I – World War II ends) Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) Japan since 1931 (invasion of Manchuria begins) China since 1931 (invasion of Manchuria begins) Indonesia since 1942 (Japanese occupation begins) India since 1947 (Indian Independence Act of 1947 becomes law) Israel since 1917 (announcement of the Balfour Declaration) South Korea since 1948 (Republic of Korea begins).	**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) Search for collective peace and security since 1815 (Concert of Europe begins) Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) Mass migrations since 1848 (California Gold Rush begins) Information Age since 1936 (On Computable Numbers published) Genocides and ethnic cleansings since the 1930s (Holocaust begins) Nuclear Age since 1945 (first atomic bomb detonated) Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) Struggle for peace in the Middle East since 1948 (Arab Israeli War begins) Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) Space exploration since the 1950s (publication of articles focused on space travel)

Unit 1	Unit 2	Unit 3	Unit 4
Russian Civil War ends) Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) Arab Spring since 2010 (Tunisian Revolution begins) Alternative topic for Unit 1.	(apartheid laws start – apartheid laws end) African American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) Environmental movement since the 1960s (Silent Spring published) LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) Alternative topic for Unit 2.		Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established) Terrorism, anti-terrorism and counterterrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Investigation	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative external assessment (EA): Examination — short response This examination consists of questions relating to the selected Unit 4 topic and aspect of the topic for the external assessment.	25%

Physical Education

General senior subject

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 us 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%

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

<table>
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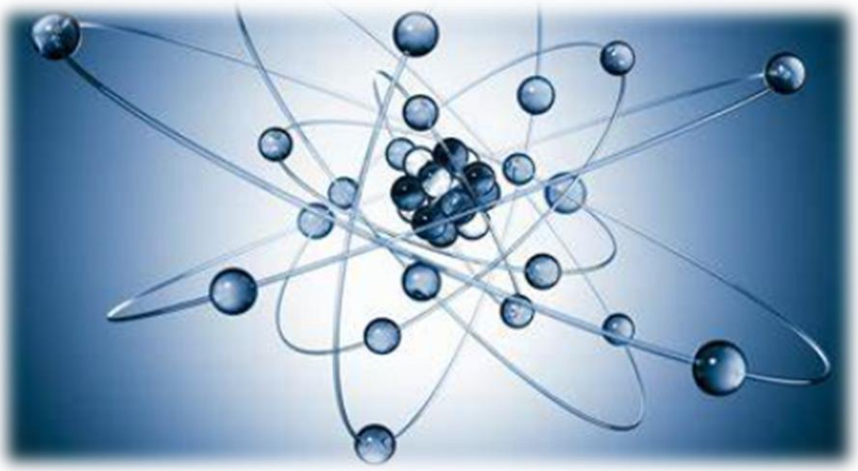
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>



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

Psychology aims to develop students:

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

VET Offerings

Southern Cross Catholic College offers these on-campus Certificate courses,

- Diploma in Business
- Certificate IV Justice Studies
- Health/VET Pathway – Mater Program, TAFE
- Certificate III Business
- Certificate II Construction Pathways
- Certificate II Engineering Pathways
- Certificate II Sport and Recreation progressing to Certificate III in Sport, Aquatics and Recreation (Year 12)

Please note:
VET courses are administered by Registered Training Authorities (RTO's). The engagement of RTOs to conduct courses on behalf of the college is subject to school and government approval and the availability of trainers. SCCC will always endeavour to ensure costs to families are considered when engaging with RTO's

Vocational Education Training in Schools (VETiS)

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

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

You can undertake VET at school:

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

Talk to the Assistant Principal Curriculum or Senior Years Program Leader about the qualification that is right for you from the range of programs available at your school.

Read more information on VET delivered in schools on the Department of Education website.

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

School-Based Apprenticeships and Traineeships

CHECK below

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

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

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

- receiving both an education and a job
- being a step ahead of the competition for jobs
- learning the latest knowledge and skills
- getting paid while you learn
- working towards achieving a nationally recognised qualification
- gaining hands-on experience in a real job
- gaining the skills and experience to help you go on to tertiary study
- experiencing a great way to move from school to work
- gaining a sense of achievement.

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

Procedures for TAFE Application

During the SET Planning process and Subject Selection for Year 11 subjects, Year 10 students will have the opportunity to apply for courses in the TAFE Brisbane Schools' Program. Many Certificate II courses are fully subsidised by the Queensland Government. Certificate III level courses can also be studied at a fraction of the cost of doing the same courses after Year 12 at TAFE and with Private Providers.

Students may access the range of TAFE at Schools programs through the TAFE website or through the Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12. If students are interested in a particular course, they should discuss the suitability of completing it during Years 11 and 12 at their SET Plan interview. Sometimes the teacher conducting the interview may suggest a course if they think it might be appropriate for the student.

If students wish to apply for a course, they request a TAFE in Schools application link from the Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12 and apply online. Applications will open on Monday 21st July, 2025.

Factors to consider when looking at possible TAFE courses are the course cost (some are still quite expensive) and the campus at which it is being offered because transport is an essential consideration for families. Another important factor is missed lessons which can be crucial if the student is pursuing an ATAR-bound course.

Missed lessons are the responsibility of the student to catch up. Students should establish a routine with their teachers to ensure they find out what they have missed.

Difficulties regarding the timetabling of TAFE courses are impossible for the school to avoid, as TAFE timetables are done well in advance of school timetables. **Students must also enrol in the TAFE courses at their own cost in Semester 2 of Year 10 before individual student timetables at school are known.**

Once students are offered a place in a TAFE course, they must pay the enrolment fees before the due date. If enrolment fees are not paid in time, places in the course can be allocated to other students. The same procedure is followed for last-minute enrolments in January and February.

The Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12 constantly communicates with the TAFE Schools' Program. If there are any queries that students or parents have about courses or enrolments, the school can gain responses very quickly. If a student needs to drop a subject to facilitate a TAFE course, the Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12 can only recommend variations. Students ***must*** see the Assistant Principal - Curriculum to effect any change to their timetable.

At SET planning time, all students will still be required to choose six subjects + two reserves from the subjects available. The TAFE option must initially be chosen as the first reserve. When the TAFE enrolment is confirmed, students will be allowed to drop a timetabled subject and be allocated a TAFE/Study line.

Diploma in Business

VET subject – 8 QCE points upon completion

Course Overview

The Diploma of Business introduces you to the fundamental concepts of entrepreneurship, human resource management, management and marketing.

The Diploma is equivalent to approximately one semester of an undergraduate degree. This course is recommended if you are interested in studying the entrepreneurship, international, management and marketing side of business, rather than the commerce or numeracy side of business.

Pathways

Graduates of the Diploma of Business will be well-equipped to apply their skills in a variety of entry level management positions such as office manager or accounts manager across a range of business areas including accounting, finance, marketing, and tourism.

Successful graduates of the Diploma of Business are guaranteed entry into, and up to eight units of credit towards the **Bachelor of Business** at Southern Cross University.

Units

EDUC1001	Language and Learning in your Discipline
MATH1003	Quantitative Methods with Economics
LEGL1003	Introduction to Business Law
ACCT1001	Financial Literacy for Business
BUSN1008	Business Practice and Impact
BUSN2001	Professional Development for the Workplace
COMM1004	A Culture of Enquiry
COMP1005	Applied Artificial Intelligence

Assessment

A range of teaching and learning strategies will be used to deliver the competencies. Assessments may include practical tasks, group work, simulated work activities, projects and independent work.

Course cost - $2,500 at the time of publication.
Units at the time of publication.

Further information can be found about the qualification at: Course & Unit Handbook - Diploma of Business 2026

Southern Cross University

RTO 90674

Certificate IV Justice Studies

External VET subject – 8 QCE points upon completion

VET

Course Overview

The Certificate IV in Justice Studies qualification is an excellent opportunity to take the first step towards a successful career in the justice industry. This course is provided through PICA (Professional Investigators College of Australasia) and will enable students to obtain a head start in the local job market in roles such as Court personnel, Paralegal/Legal Administrator, Police Officer and Youth justice roles. The course can also help prepare students to progress on to University courses.

Course Outline

As VET qualifications are designed to prepare you for working various industry areas and equip you with the Core Skills for work, students will be required to actively demonstrate the development of their understanding, skill and competency during their lessons.

Units of Competency

All assessments are competency based. Below are examples of core units studied in 2023.

BSBLEG421	Apply understanding of the Australian Legal System
NAT10971001	Provide information and referral advice on justice related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
PSPREG033	Apply regulatory powers
BSBXCM401	Apply communication strategies in the workplace
PSPLEG002	Encourage compliance with legislation in the public sector
PSPETH002	Uphold and support the values and principles of public service
PSPREG035	Produce formal record of interview
PSPREG010	Prepare a brief of evidence

Course cost - $750 at the time of publication.
Units at the time of publication

Further information can be found about the qualification at: 10971NAT Certificate IV in Justice Studies

PICA Professional Investigators College of Australasia

RTO 40789

Health/VET Pathway – Mater Program

VET subject – 8 QCE points upon completion

Course Overview

Mater Education's Vocational Education and Training in Schools (VETiS) program gives you the opportunity to study one day a week on-site at either Mater Hospital or at Grace (Hub for Health) where you will learn about a range of roles in this dynamic industry and gain real-world experience working alongside qualified healthcare professionals in acute hospital settings.

Course Outline

The program has been designed by the expert team of medical educators, giving you knowledge and skills in some key foundation areas such as medical terminology, anatomy, and communication. Over six months (two school terms) the program sees students complete a HLT23221 Certificate II in Health Support Services. Students may be eligible for VETiS funding. The HLT33115 Certificate III in Health Services Assistance is ***fee for service*** * and will be administered via a ten-week (one term) gap program—setting students up to launch their healthcare careers straight after completing Year 12.

VETiS funding allows students to undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. The HLT23221 Certificate II in Health Support Services is listed on the Queensland Government's Priority Skills list for VETiS funded delivery by approved pre-qualified suppliers.

Units of Competency

All assessments are competency based. Below are examples of the core units studied:

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLT23221	Certificate II in Health Support Services

At the end of these full courses, students are awarded the qualification of an Assistant in Nursing (AIN).

Fee for service cost - $800 at the time of publication.

Further information can be found about the qualification at: Vocational Education and Training in Schools (VETiS) \| Mater Education

mater education

RTO 5210

Certificate III in Business

VET subject – 8 QCE points upon completion

VET

Course Overview

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 2 years.

To achieve success, a sound level of achievement in Year 10 Economics & Business is recommended but not essential.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries eg Customer Services Advisor, Payroll officer and/or pursuing further tertiary pathways such as a Certificate IV, Diploma and Bachelor of Business. These qualifications may assist with success as a Small Business Owner; Marketing Manager or Project Manager.

Core Units

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Elective Units

BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBTEC201	Use business software applications
BSBXCS301	Protect own personal online profile from cyber security threats

Assessment

A range of teaching and learning strategies will be used to deliver the competencies. These placements may include practical tasks, group work, simulated work activities, projects, excursions and individual work.

Fee for service cost - $345 (one year fee) at the time of publication.

Further information can be found about the qualification at: Vocational Education and Training in Schools (VETiS) \| Mater Education

RTO 40548

Certificate II Construction Pathways

VET subject – 4 QCE points upon completion

VET

Course Overview

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements,-communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface.

Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200 at the time of publication.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

Units of Competency

Core

CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations

Electives

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

**Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.*

Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

 # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

BLUEDOGTRAINING

RTO 31193

Certificate II Engineering Pathways

VET subject – 4 QCE points upon completion

Course Overview

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together.

Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

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Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

Units of Competency

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Electives

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

**Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.*

Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

BLUEDOGTRAINING

RTO 31193

Certificate II Sport & Recreation and Certificate III Sport, Aquatics and Recreation

VET subject – 7 – 8 QCE points upon completion

Course Overview

Delivered by Binnacle Training (RTO: 31319), this qualification reflects the role of individuals with well-developed skills and knowledge to deliver recreational services.

Pathways

These certificates can establish a basis for further education and employment in the fields of Event Organisation, Sports Trainer, First Aid Officer, Exercise Science, Fitness Instructor, Sports Coaching, Human Movement Studies, Recreation Management and Health Information Management. Students will develop long-term employment skills applicable to a wide variety of jobs and industries, particularly the ability to communicate with people of all ages (athletes and parents) and the confidents to speak in a public setting (addressing a team).

Course Outline

Term	Topics	Programs
1	• Introduction to Training Programs • Introduction to the Sport, Fitness and Recreation (SFR) Industry	• Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions • SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
2	• Introduction to Community Programs • Introduction to Conditioning Programs	• Community SFR Program: Assist with Delivering Community SFR Sessions • Conditioning Program: Participate in Conditioning Sessions
3	• Working in the SFR Industry • Providing Quality Service in the SFR Industry	• Group Conditioning Program: Plan and Deliver Group Conditioning Sessions • One-on-one Cardio Program: Plan and Deliver a Cardio Program
4	• Anatomy and Physiology - The Musculoskeletal System • First Aid Course: HLTAID011 Provide First Aid	• Recreational Group Exercise Program
5	• Plan and Conduct Sports Programs • Apply Knowledge of Officiating Practices	• Group Sports Program (Teacher Facilitated) • Use and Maintain Business Technology (Additional Project) • Community Officiating General Principles (Online Course)
6	• Plan and Deliver a Sports Competition • Community SFR Program	• Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants • Round Robin Tournament
ADD ON: 2 x Units of Competency to achieve the full 8 QCE points		
7	• Sport-Specific Coaching Sessions • Personal Development • Workplace Performance	• Sport-Specific Coaching Program

Units of Competency

HLTAID011	Provide First Aid
BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge
BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport
SISOFLD001	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*
SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety
SISXIND009	Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment
SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations

Term 7 Add-on Units of Competency

BSBPEF201	Support personal wellbeing in the workplace
HLTAID009	Provide cardiopulmonary resuscitation *(Completed as part of Provide First Aid - HLTAID011)*

* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

Assessment

Program delivery will combine class-based tasks and practical components in a real gym environment at the school. This involves delivering fitness programs to clients within the school community (students, teachers and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- practical tasks
- hands on activities involving participants/clients
- group work
- practical experience within the school sporting programs and a fitness facility

Nominal hours ***must*** be completed to complete each unit satisfactorily. Further information can be found about the qualification at: SIS30122 Certificate III in Sport, Aquatics and Recreation (+ optional SIS20122 Certificate II in Sport and Recreation) - Binnacle Training

Fee for service cost - $395 for Certificate II, $275 (approx.) for Certificate III in the second year at the time of publication.

Please note: This Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement which sets out the services and training products Binnacle Training as RTO provides, and those services carried out by the school as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: RTO Documents - Binnacle Training

Binnacle Training
RTO CODE 31319

RTO 31319

Glossary of Terms

ATAR	QTAC will calculate the Australian Tertiary Admission Rank, based on a student's best five General subject results OR a student's best results in a combination of four General subject results, plus an Applied subject result or a Certificate III, IV or Diploma. Eligibility for an ATAR will require satisfactory completion (a grade of C or better) in a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.
AQF	Australian Qualifications Framework
Learning Account	The Learning Account is created following each student's registration in Year 10 with the QCAA. The Learning Account records all QCAA-approved learning achievements earned by the student during their senior learning phase. Students' achievements at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE College or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with the QCAA. All students will create online access to their learning account at the start of Year 11.
LUI **Learners Unique Identifier**	The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.
QCAA **Queensland Curriculum and Assessment Authority**	The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. It provides syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. QCAA issues the QCE and the QCIA.
QCE **Queensland Certificate of Education**	The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCAA awards students a QCE when they complete the senior phase of learning — most often at the end of Year 12. In 2026, for the first time, the school may allow selected students to engage in *QCE Fast Track*, which may allow students, in certain circumstances to leave the College at the end of Year 11 with a QCE. To be awarded a QCE students will need to achieve a minimum amount of learning, including literacy and numeracy, at set standards.

QCIA **Queensland Certificate of Individual Achievement**	The Queensland Certificate of individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge that they can present to employers and training providers.
QTAC **Queensland Tertiary Admissions Centre**	The Queensland Tertiary Admissions Centre (QTAC) calculates the ATAR and handles tertiary entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course, they will need to do so through QTAC for most courses.
RTO	Registered Training Organisation
Senior Statement	The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standard achieved and where and when the learning took place.
SET Plan **Senior Education and Training Plans**	A SET Plan is completed by all Year 10 students to support all students 'Learning or Earning' phase from Year 10 to Age 17. The aim of the SET Plan is to set out students planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year 10, they will still be flexible enough to allow students to make changes when and if needed.
TAFE	Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.
USI	Unique Student Identifiers (needed for all VET courses) Create your USI
VET: Vocational Education and Training	VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, construction, sport and recreation, multimedia, hospitality, retail or creative arts.
VETiS	Vocational Education Training in Schools

Southern Cross Catholic College ***A Prep-Year 12 learning community, which aspires to growth in knowledge, love and service in the presence of God.***

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