SENIOR SUBJECT GUIDE

A guide for all Parents/Caregivers and students entering Senior School

2025 – 2026

St Francis College Crestmead

In Simplicity and Harmony

SENIOR SUBJECT GUIDE 2025-2026

CONTENTS

MESSAGE FROM THE PRINCIPAL

Welcome to the St Francis College Guide to the Senior Phase of Learning for 2023 and 2024. This handbook is designed to provide parents and students with information about the various subjects available for study in Years 11 and 12 at St Francis College during the Senior Phase of Learning commencing in 2023.

Government legislation requires that all young people are either "Earning or Learning". It is compulsory for young people to stay at school until they complete Year 10 or turn 16 (whichever comes first). After this requirement they are then required to participate in education and training for a further two years until they:

- Gain a Queensland Certificate of Education;
- Gain a Certificate III Vocational Qualification (including School-based New Apprenticeships);
- Turn 17.

In entering the Senior Phase of Learning, students also have responsibilities which must include the following commitments. A commitment to:

- Succeed;
- Be an independent learner;
- Be self-disciplined;
- Be organised;
- Study;
- Take personal responsibility for their learning and assessment.

This commitment is required for the entire two years, as the foundations of learning and outcomes from Unit 1 and 2 in Year 11 are required for success in Year 12.

There is no one single program or pathway that is "right" for students to follow. Never before has such emphasis been placed on students choosing appropriate individual pathways for learning during their Senior Phase of education.

We are confident that, through the Career program conducted in Year 10, the Senior Education and Training (SET) plan process with Year 10 students and parents, we have provided a solid foundation for students and their parents to begin discussing and investigating appropriate pathways.

The next step is for students to begin putting their individual pathway plans into action. For most students, their chosen and most appropriate pathway will mean continuing their education through the Senior Phase of learning at St Francis College. For those students who have determined that they wish to remain at St Francis College to complete Years 11 and 12, it is now time to begin the process of selecting the subjects which will form their academic program. Students should choose pathways that provide a range of flexible outcomes which reflect their interests and abilities.

We look forward to working with students and parents during the subject selection process, providing information that supports your very important decisions.

We look forward to working with you, the students, as the young adults in our College Community and you, the parents, who will provide the love and support that they will need.

John Marinucci
Principal

ENTERING SENIOR SECONDARY SCHOOL

SUBJECT SELECTIONS

On the basis of choices made by students, the timetable for next year will be created in such a way as to maximise the degree to which student preferences can be satisfied. For some very few students, it may not be possible to accommodate their particular subject combination. Students in this category will be required to re-consider their Subject Program through an interview with the Assistant Principal – Curriculum.

REVIEW OF ACADEMIC PERFORMANCE

All Year 10 students, within a framework of transition into the Senior Phase of Learning are required to co-sign with their parent(s) a Senior Education and Training (SET) Plan. This plan will nominate their chosen pathway of learning options. All students will be required to meet minimum standards of this contractual arrangement, with individual learning outcomes and achievements registered and officiated by the Government agency, the Queensland Curriculum and Assessment Authority (QCAA).

To this end, a formal SET Plan/Subject Selection interview is required to be completed by all Year 10 students accompanied by a parent/guardian, where their academic performance and behavioural record are reviewed, as part of the Subject Selection process.

For a student seeking to enter Year 11 or Year 12, performance in his/her Program of Study in the previous year is of great interest to the College in determining if particular subjects or a subject combination, are appropriate for the student to take.

Continuing on into Unit 3 and Unit 4 (Unit 3 commences in Term 4 of Year 11 and continues into Year 12) of a General Subject is considered conditional upon satisfactory application and/or achievement in Units 1 and 2 in Year 11. Where the College has concerns regarding a particular student's academic performance and commitment to study, the student may be required to participate in a more formal review of his/her progress in his/her current studies and may also be required to show cause why he/she should commence or continue Senior study in the following year.

Where the student has selected a Subject Program which, in the opinion of the College, is inadvisable on the basis of previous results achieved, he/she will be encouraged to reconsider his/her subject selection.

PRE-REQUISITE REQUIREMENTS AND SUBJECT SELECTION RULES

Pre-requisite requirements are subjects, units of study or Levels of Achievement that need to be studied or attained before a student can expect success in a future subject. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this handbook.

Students whose selections contravene Subject Selection Rules must re-choose unless specific exemptions are granted in their case by the Assistant Principal – Curriculum.

At St Francis College, students are required to study six (6) subjects.

KEY PERSONNEL

Enquires about the material covered in this booklet should be directed to:

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Visit our website: http://www.sfcc.qld.edu.au

SENIOR EDUCATION PROFILE

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

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

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

STATEMENT OF RESULTS

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

To achieve a QCE, students must achieve 20 QCE points/credits from their learning across Year 11 and 12. Of these 20 QCE points, 12 must come from what is considered the Core learning requirement (often English, Mathematics and Religion). Each General or applied school based subject offers a student a maximum of four QCE points. These points are earned when a student achieves a C or better for the Unit of work in Units 1 and 2. A student must achieve a C standard or above across Units 3 and 4 to achieve the final 2 QCE points available for the subject.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table page 9).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit point each towards a QCE. A grade of C must be achieved by the end of the Unit 3 and 4 pair to accrue two QCE points.

COMPLETED CORE REQUIREMENT

Within the QCE set pattern requirement, students must accrue 12 points from completed Core courses. Students must complete a Core course of study from beginning to end to contribute to the 12 credits. That is, they must study a minimum of three subjects over the two year course and achieve a minimum C standard result in all four units. It is encouraged that students study a minimum of four course subjects to assist meeting this Core Credit requirement of the QCE.

Students must complete all four units of study for QCAA General or Applied subjects to contribute to the completed Core credit requirement.

In a General or Applied subject, Core credits can only contribute to the completed Core requirement if a student completes Units 1, 2, 3 and 4 and achieves a grade of C or including in the Unit 3 and 4 pair. Credit will accrue for units only where the set standard is met. For example, Essential English (Core course of study) completed successfully for all four units will contribute four QCE points to the completed Core requirement. More examples are included in the table page 10-11.

In VET qualifications, credits contribute to the completed Core requirement when a student completes a Certificate II, III or IV within other VET QCE requirements. The amount of credit for each completed certificate may vary depending on the notionally agreed nominal hours of learning required (as determined by the Department of Employment, Small Business and Training).

RELAXATION OF COMPLETED CORE CREDIT

Relaxation of the completed Core requirement will be automatically applied for students who change from a QCAA Mathematics subject to another QCAA Mathematics subject, as well as students who change from a QCAA English subject to another QCAA English subject. Credits accrue for units that meet the set standard.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

Students interested in a QCIA pathway will have a meeting with the Learning Partnerships team and Assistant Principal – Curriculum to ensure the appropriate subjects are being selected to meet the QCIA learning goals.

QCE CREDIT BREAKDOWN

QCE credit for a General or Applied Subject		
General Subjects	**Set Standard**	**QCE Points**
Unit 1	Grade of C or better (reported as Satisfactory)	1
Unit 2	Grade of C or better (reported as Satisfactory)	1
Unit 3 and 4	Grade of C or better	2
Maximum credit available (per subject)		4

QCE credit for Vocational Education and Training (VET) – Completed qualification and partial qualification completion		
VET Qualification	**Competencies Complete**	**QCE Points**
Cert II	100% complete	4
	<25% complete	0
Cert III, IV or Diploma	100% complete	5-8
	<25% complete	0
*Incomplete certificate courses will see a reduction of QCE points awarded. Credit is determined by the nominal hours outlined in the training package as outlined in QCE credit for vocational education and training (VET). Some courses may differ from the example above.		

VET qualifications must be completed to contribute credit to the completed Core requirement for a QCE.

QCE credit for Vocational Education and Training (VET) – School-based Apprenticeships and Traineeships		
School-based Apprenticeships and Traineeships	**Requirements**	**QCE Credits**
School-based Apprenticeships (VET qualification is not completed while at school in school-based apprenticeship*)	VET qualification: There is a time limit to the amount of training that school-based apprentices may complete while at school, dependent of the nominal term (full-time) of the apprenticeship	Up to 6

	On-the-job: Minimum 50 days (375 hours) per 12 months from the date of commencement (a minimum of 7.5 hours per week averaged over each 3 month period) Electrotechnology school-based apprentices require a minimum of 80 days (600 hours) per 12 months	Up to 4** (2 credits for each 50 days completed each 12 months)
School-based Traineeships	As outlined with the relevant VET certificate level. No additional QCE credit is accrued for on-the-job hours completed for a school based traineeship.	Up to 8
*School-based apprenticeship VET qualifications do not contribute to the completed Core requirements of the QCE as they cannot be completed while at school.		

SENIOR SUBJECTS

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

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

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

GENERAL SYLLABUSES

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

APPLIED SYLLABUSES

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

SENIOR EXTERNAL EXAMINATION

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These are offered to students who may speak a language other than English at home e.g. Arabic. Successful completion of these subjects entitles students to 4 QCE points. The outcome of these exams can also contribute to a students ATAR.

SHORT COURSES

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

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

LITERACY – the set of knowledge and skills about language and texts essential for understanding and conveying content;

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

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

APPLIED SYLLABUSES

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

APPLIED LEARNING – the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts;

COMMUNITY CONNECTIONS – the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom;

CORE SKILLS FOR WORK – the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school if it:

- Is a Registered Training Organisation (RTO);
- Has a third-party arrangement with an external provider who is an RTO;
- Offers opportunities for students to undertake school-based apprenticeships or traineeships.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

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

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

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. ATARs are used as a method to determine entrance into University study within and beyond Queensland.

ENGLISH REQUIREMENT

St Francis College students who are on an ATAR pathway are required to study General English. While students must undertake this to be eligible to receive an ATAR, it is not mandatory for a student's English results to be included in the calculation of their ATAR. However, satisfactory completion of a General English subject across the two years of study is a prerequisite requirement for many university courses. Accordingly, satisfactory completion of a General English subject is particularly important for students on an ATAR pathway.

ATAR FAQs

WHAT IS THE ATAR?

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

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

ATAR ELIGIBILITY

To be eligible for an ATAR, a student must have:

- Satisfactorily completed an English subject;
- Complete five general subjects or four general subjects plus one applied subject or VET course at AQF Certificate III or above;
- Accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

ATAR CALCULATION

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

INTER-SUBJECT SCALING

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. Hence, as an example only, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

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

Students should choose subjects that:

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

VOCATIONAL EDUCATION AND TRAINING (VET) AND THE ATAR

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

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

ACCESSING THE ATAR

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

GENERAL SYLLABUSES

STRUCTURE

All General syllabus learning and assessment is broken up into four units of work studied across Years 11 and 12.

GENERAL SYLLABUSES COURSE OVERVIEW

Further information about General Subjects can be found on the QCAA website:
https://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects

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

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

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

ASSESSMENT

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2 to reflect the local context. The assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2 mirror those of Units 3 and 4.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Students will complete three or four assessments for Units 1 and 2. The learning from these assessment items will assist students to be successful in their assessment in Units 3 and 4.

St Francis College is required to report the satisfactory or unsatisfactory completion of Unit 1 and 2 for each student to the QCAA. The college will report levels of achievement to students and parents/carers using grades and descriptive statements.

Units 3 and 4 Assessments

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

Schools develop three Internal Assessment (IA) items for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

INSTRUMENT-SPECIFIC MARKING GUIDES

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

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

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

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

EXTERNAL ASSESSMENT

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

- Common to all schools;
- Administered under the same conditions at the same time and on the same day;
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

APPLIED SYLLABUSES

STRUCTURE

All Applied syllabus learning and assessment is broken up into four units of work studied across Years 11 and 12.

APPLIED SYLLABUSES COURSE OVERVIEW

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning and allow for greater exploration of the subject matter. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

ASSESSMENT

Applied syllabuses use three or four Formative Assessment (FA) items across Units 1 and 2 and four summative Internal Assessment (IA) items in Units 3 and 4. The Formative Assessment tasks are designed to allow students to become familiar with the type of assessment instruments they will complete in Units 3 and 4. The overall results from Units 3 & 4 determine the student's exit result for the subject.

Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS MATRIXES

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. The assessments completed across the Units allow students to demonstrate the range of standards.

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS – COMMON INTERNAL ASSESSMENT

In Essential Mathematics and Essential English the school will develop three of the summative Internal Assessment (IA) tasks with the fourth being a Common Internal Assessment (CIA). The CIA is developed by the QCAA and is sat by all students in the state who study the subject.

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

- Developed by the QCAA;
- Common to all schools;
- Delivered to schools by the QCAA;
- Administered flexibly in Unit 3;

- Administered under supervised conditions;
- Marked by the school according to a common marking scheme developed by the QCAA.

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

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS – INSTRUMENT-SPECIFIC STANDARDS

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

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

SENIOR EXTERNAL EXAMINATIONS

SENIOR EXTERNAL EXAMINATIONS COURSE OVERVIEW

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- Low candidature subjects not otherwise offered as a General subject in Queensland;
- Students in their final year of senior schooling who are unable to access particular subjects at their school;
- Adult students (people of any age not enrolled at a Queensland secondary school):
  - To meet tertiary entrance or employment requirements;
  - For personal interest.

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

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see

ASSESSMENT

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile calendar, available at: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar

VOCATIONAL EDUCATION AND TRAINING (VET)

St Francis College offers students nationally recognised courses which are equivalent to the courses being offered by TAFE Colleges and other private Colleges. These courses have been designed by industry and require St Francis College to consult with industry to ensure that the courses we offer are of the highest possible standard. Since these courses are nationally recognised, students who complete individual competencies or entire Certificate courses will be recognised by employers, TAFE and private Colleges throughout Australia.

VETiS FUNDING

Qualifications are delivered by St Francis College are eligible for financial support through VETiS funding. VETiS qualifications funded by the VET investment budget are listed on the Priority Skills List at a Certificate I or II level. Some courses are delivered through third party agreements with external RTO's and/or be a Certificate III level, which may either incur a fee or be included in the State Governments VET Investment Budget (VETiS Funding).

Due to funding and restrictions that have been imposed by the State government, the VET Investment Budget will only fund one VET in Schools employment stream qualification. As a result, students who choose a subject supported by VETiS will be unable to receive another funded VET in Schools program.

LATE ENROLMENT

Should a student start in a VET course late (i.e. after course commencement, Term 1 Year 11), a student may not obtain the full qualification. Where a student has been deemed competent in an individual units, the student will be issued a Statement of Attainment (SOA).

INDUSTRY PLACEMENT OR STRUCTURED WORK PLACEMENT

Some VET courses require students to undertake work placements in order to complete their qualification. This is a mandatory requirement and students enrolling in these courses need to aware of this and able to maintain this commitment.

Industry Placement or Structured Work Placement allows students to gain invaluable knowledge and skills through ongoing involvement with industries of their choice. Students participate in an Industry Placement where they apply the skills they have learnt in their VET courses whilst at school.

Many of our students have attained excellent reports from the industry placements that they have attended. It is important to understand that Industry Placement is NOT a guarantee of employment or apprenticeship, but a stepping stone to providing support to those students involved in the process. Some students have gained part-time work while others have been offered apprenticeships at the completion of their schooling.

ASSESSMENT

The assessment conducted in these subjects involves competency-based assessment, i.e. students must demonstrate that they are competent at a particular task before they are awarded each competency. These courses also allow for the recognition of skills and knowledge that students have previously acquired through formal training/education, work experience or life experience - this is known as Recognition of Prior Learning [RPL]. Vocational Education and Training provides students with another pathway into the career of their choice.

TAFE AT SCHOOL PROGRAM

Year 11 and 12 students are eligible to participate in a TAFE at School program. Students can choose to study from more than 50 exciting and varied certificate level vocational education and training (VET) courses. A TAFE at School certificate can be achieved in conjunction with your senior studies and counts towards your Queensland Certificate of Education (QCE).

Students must have met College academic and SOLE expectations in Year 10 to be supported with their enrolment into TAFE at school. TAFE at school courses also require the successful completion of Year 10 English and Mathematics.

COURSES AVAILABLE INCLUDE

Animal Studies and Horticulture, Applied Science, Automotive, Beauty and Hairdressing, Building and Construction, Business and Justice Studies, Community Services, Early Childhood Education and Care, Electrotechnology, Engineering, Fashion, Health Services, Hospitality and Cookery, Information Technology, Media and Digital Design, Music and Sound Production, Rail Infrastructure, Retail, Sport and Recreation, Tourism and Events and Visual Arts. Visit https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school for the latest handbook.

COSTS AND PAYMENT OPTIONS

Costs vary from course to course. Please check the website for the most up-to-date prices. A range of TAFE at School courses are fee-free for eligible students, covered under VET in Schools (VETiS) funding. The courses advertised as VETiS funded in this guide are only applicable if you have not accessed VETiS funding in the past. For further information, please refer to the VETiS section of training.qld.gov.au. Eligible students are entitled to one VETiS funded program only. Payment plans may be available to assist students with payment of their course, however, students under 18 will need a guarantor. Applications will be subject to credit checks. For information about our withdrawal and refund policy, please visit the TAFE Queensland website: https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school

SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS (SATs)

School Based Apprenticeships and Traineeships (SATs) are arranged through the school. Becoming a school-based apprentice or trainee gives you skills in a vocation or trade and allows you to earn money while you're still at school. A school-based apprenticeship or traineeship also contributes credits towards your Queensland Certificate of Education (QCE).

After selecting the industry you are interested in and talking with your school and parents, your next step is to secure employment as an apprentice or trainee. An employer can be found through family and friends, by directly contacting employers and group training organisations, or by applying for advertised jobs. Once you have secured an apprenticeship, have a conversation with them about making it a traineeship.

Students are generally work-trained off campus, at a work site, and receive external instruction from a separate provider as well. This is often one day a week. This is a formal indentured process with agreement needed between all parties: parents, employer, registered training provider and the College.

School-based apprentices and trainees do not pay fees for training, however you may need to pay some costs for tools and compulsory personal protective equipment. When you become a full-time Apprentice or Trainee after completing Year 12, you may be eligible for fee-free training for the remainder of your apprenticeship. Students must have met College academic and SOLE expectations in Year 10 to be supported with their enrolment into TAFE at school. TAFE at school courses also require the successful completion of Year 10 English and Mathematics. For more information about school-based apprenticeships or traineeships speak to the College Pathways team.

SENIOR SUBJECT CURRICULUM

<table>
<tr><th colspan="2">Year 11 and 12 Subject options for 2023-2024 (Subjects will run according to demand and availability)</th></tr>
<tr><td>General Subjects (ATAR)
Prerequisite Minimum B Grade</td><td>Nationally Recognised Vocational Education</td></tr>
<tr><td>Biology
Business
Chemistry
Design
Drama
English
English as an Additional Language
General Mathematics
Health
Mathematical Methods
Music
Physics (online only)
Study of Religion
External Arabic (Year 12 only) (Senior External Examination)
Ancient History (online only)
General Art</td><td rowspan="2">Delivered at St Francis College
• Cert II in Hospitality
• Cert II in Health Support Services
• Cert II in Community Services
• Cert III in Community Services

TAFE at School Program (see separate TAFE handbook)
• Enrolment into TAFE at School courses is subject to eligibility requirements. Talk to your VET coordinator or visit the TAFE website for more information.
• https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school</td></tr>
<tr><td>Applied Subjects</td></tr>
<tr><td>Essential English
Essential Mathematics
Business Studies
Drama in Practice
Information & Communication Technology
Media Arts in Practice
Music in Practice
Religion & Ethics
Tourism
Visual Arts in Practice</td><td></td></tr>
</table>

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

- Best five General subject results;
- Best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher.

BIOLOGY – GENERAL

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe and explain scientific concepts, theories, models and systems and their limitations;
- Apply understanding of scientific concepts, theories, models and systems within their limitations;
- Analyse evidence;
- Interpret evidence;
- Investigate phenomena;
- Evaluate processes, claims and conclusions;
- Communicate understandings, findings, arguments and conclusions.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

<table>
<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</td></tr>
</table>

BUSINESS – GENERAL

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

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 environments and situations;
- Explain business concepts, strategies and processes;
- Select and analyse business data and information;
- Interpret business relationships, patterns and trends to draw conclusions;
- Evaluate business practices and strategies to make decisions and propose recommendations;
- Create responses that communicate meaning to suit purpose and audience.

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): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

CHEMISTRY – GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe and explain scientific concepts, theories, models and systems and their limitations;
- Apply understanding of scientific concepts, theories, models and systems within their limitations;
- Analyse evidence;
- Interpret evidence;
- Investigate phenomena;
- Evaluate processes, claims and conclusions;
- Communicate understandings, findings, arguments and conclusions.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • 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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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

DESIGN – GENERAL

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

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 drawing and low-fidelity prototyping;
- Analyse needs, wants and opportunities using data;
- Devise ideas in response to design problems;
- Synthesise ideas and design information to propose design concepts;
- Evaluate ideas and design concepts to make refinements;
- 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
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

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 — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

DRAMA – GENERAL

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They 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. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

OBJECTIVES

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

- Demonstrate an understanding of dramatic languages;
- Apply literacy skills;
- Apply and structure dramatic languages;
- Analyse how dramatic languages are used to create dramatic action and meaning;
- Interpret purpose, context and text to communicate dramatic meaning;
- Manipulate dramatic languages to create dramatic action and meaning;
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning;
- Synthesise and argue a position about dramatic action and meaning.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

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):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

ENGLISH – GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

ENGLISH AS AN ADDITIONAL LANGUAGE – GENERAL

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): • Extended response – persuasive written response	25%	Summative external assessment (EA): • Examination – analytical extended response	25%

GENERAL MATHEMATICS – GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices;
- Comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices;
- Communicate using mathematical, statistical and everyday language and conventions;
- Evaluate the reasonableness of solutions;
- Justify procedures and decisions by explaining mathematical reasoning;
- Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Examination</td><td rowspan="2">15%</td></tr>
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• Examination</td><td>15%</td></tr>
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• Examination</td></tr>
</table>

HEALTH – GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Recognise and describe information about health-related topics and issues;
- Comprehend and use health approaches and frameworks;
- Analyse and interpret information about health-related topics and issues;
- Critique information to distinguish determinants that influence health status;
- Organise information for particular purposes;
- Investigate and synthesise information to develop action strategies;
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion;
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** Alcohol (elective) Body image (elective)	**Community as a resource for healthy living** Homelessness (elective) Road safety (elective) Anxiety (elective)	**Respectful relationships in the post-schooling transition**

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

MATHEMATICAL METHODS – GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics;
- Comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics;
- Communicate using mathematical, statistical and everyday language and conventions;
- Evaluate the reasonableness of solutions;
- Justify procedures and decisions by explaining mathematical reasoning;
- Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

MODERN HISTORY – GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Comprehend terms, issues and concepts;
- Devise historical questions and conduct research;
- Analyse historical sources and evidence;
- Synthesise information from historical sources and evidence;
- Evaluate historical interpretations;
- Create responses that communicate meaning.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

MUSIC – GENERAL

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

OBJECTIVES

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

- Demonstrate technical skills;
- Explain music elements and concepts;
- Use music elements and concepts;
- Analyse music;
- Apply compositional devices;
- Apply literacy skills;
- Interpret music elements and concepts;
- Evaluate music to justify the use of music elements and concepts;
- Realise music ideas;
- Resolve music ideas.

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

<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):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

PHYSICS – GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe and explain scientific concepts, theories, models and systems and their limitations;
- Apply understanding of scientific concepts, theories, models and systems within their limitations;
- Analyse evidence;
- Interpret evidence;
- Investigate phenomena;
- Evaluate processes, claims and conclusions;
- Communicate understandings, findings, arguments and conclusions.

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

STUDY OF RELIGION – GENERAL

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. 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 a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They 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.

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:

- Describe the characteristics of religion and religious traditions;
- Demonstrate an understanding of religious traditions;
- Differentiate between religious traditions;
- Analyse perspectives about religious expressions within traditions;
- Consider and organise information about religion;
- Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture;
- Create responses that communicate meaning to suit purpose.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Ethical relationships	**Religion, rights and the nation-state** • Religion and the nation–state • Religion and human 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%

VISUAL ART – GENERAL

Visual Art 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. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

PATHWAYS

Tertiary studies, vocational education or work experience in the area of visual arts can lead to and benefit careers in diverse fields such as:

- Advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist;
- Arts administration and management, e.g. art project manager, agent, events and festivals manager;
- Communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer;
- Creative industries, e.g. visual artist, illustrator, photographer, screenwriter;
- Design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer;
- Education, e.g. specialist classroom teacher, lecturer, private teacher;
- Galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator;
- Film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer;
- Public relations, e.g. campaign manager, publicist, creative director;
- Science and technology, e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeler, forensic photographer.

OBJECTIVES

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

- Implement ideas and representations;
- Apply literacy skills;
- Analyse and interpret visual language, expression and meaning in artworks and practices;
- Evaluate art practices, traditions, cultures and theories;
- Justify viewpoints;
- Experiment in response to stimulus;
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes;
- Realise responses to communicate meaning.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	Art as code	Art as knowledge	Art as alternate

ASSESSMENT

Students will complete the following assessments:

- Investigation — inquiry phase 1 (15%)
- Project — inquiry phase 2 (25%)
- Project — inquiry phase 3 (35%)
- Examination (25%)

SENIOR EXTERNAL EXAMINATION LANGUAGES – GENERAL

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

- Arabic

ASSESSMENT

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

ESSENTIAL ENGLISH – APPLIED

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written 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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

ESSENTIAL MATHEMATICS – APPLIED

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance;
- Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance;
- Communicate using mathematical, statistical and everyday language and conventions;
- Evaluate the reasonableness of solutions;
- Justify procedures and decisions by explaining mathematical reasoning;
- Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • 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)	Summative internal assessment (IA4): • Examination

SCIENCE IN PRACTICE – APPLIED

Science in Practice enables students to ask increasingly sophisticated questions about new ideas and information. This subject is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity.

Science in Practice encourages inquiry and a respect for evidence and reasoning. It develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

The core of Science in Practice focuses on 'Scientific literacy and working scientifically', 'Workplace health and safety', and 'Communication and self-management'. Learning experiences within modules of work are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science and Physics.

PATHWAYS

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

OBJECTIVES

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

- Describe and explain scientific facts, concepts and phenomena in a range of situations;
- Describe and explain scientific skills, techniques, methods and risks;
- Analyse data, situations and relationships;
- Apply scientific knowledge, understanding and skills to generate solutions;
- Communicate using scientific terminology, diagrams, conventions and symbols;
- Plan scientific activities and investigations;
- Evaluate reliability and validity of plans and procedures, and data and information;
- Draw conclusions, and make decisions and recommendations using scientific evidence.

STRUCTURE

Core topics	Elective topics
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

ASSESSMENT

Students will complete four assessments from the following, including no more than two from any one technique:

- Project;
- Investigation;
- Collection of work;
- Extended response;
- Examination.

BUSINESS STUDIES – APPLIED

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

PATHWAYS

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

OBJECTIVES

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

- Describe concepts and ideas related to business functions;
- Explain concepts and ideas related to business functions;
- Demonstrate processes, procedures and skills related to business functions to complete tasks;
- Analyse business information related to business functions and contexts;
- Apply knowledge, understanding and skills related to business functions and contexts;
- Use language conventions and features to communicate ideas and information;
- Make and justify decisions for business solutions and outcomes;
- Plan and organise business solutions and outcomes;
- Evaluate business decisions, solutions and outcomes.

STRUCTURE

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	• Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining	• Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

ASSESSMENT

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- At least one project;
- No more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

DRAMA IN PRACTICE – APPLIED

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Students 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.

PATHWAYS

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

OBJECTIVES

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

- Identify and explain dramatic principles and practices;
- Interpret and explain dramatic works and dramatic meanings;
- Demonstrate dramatic principles and practices;
- Apply dramatic principles and practices when engaging in drama activities and/or with dramatic works;
- Analyse the use of dramatic principles and practices to communicate meaning for a purpose;
- Use language conventions and features and terminology to communicate ideas and information about drama, according to purposes;
- Plan and modify dramatic works using dramatic principles and practices to achieve purposes;
- Create dramatic works that convey meaning to audiences;
- Evaluate the application of dramatic principles and practices to drama activities or dramatic works.

STRUCTURE

The Drama in Practice course is designed around core and elective topics.

Core	Electives	
• Dramatic principles • Dramatic practices	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding	• Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

ASSESSMENT

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least one project, arising from community connections;
- At least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) – 2–4 minutes: individual – 1½–3 minutes: group • performance onstage (screen acting) – 2–3 minutes: individual – 1½–2 ½ minutes: group • performance offstage (directing, designing) – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions.	• acting performance (stage) – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance – 5–7 minutes: individual (excluding actors delivering text)	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

INFORMATION AND COMMUNICATION TECHNOLOGY – APPLIED

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

PATHWAYS

A course of study in Information and 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:

- Identify and explain hardware and software requirements related to ICT problems;
- Identify and explain the use of ICT in society;
- Analyse ICT problems to identify solutions;
- Communicate ICT information to audiences using visual representations and language conventions and features;
- Apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts;
- Synthesise ICT concepts and ideas to plan solutions to given ICT problems;
- Produce solutions that address ICT problems;
- Evaluate problem-solving processes and solutions, and make recommendations.

STRUCTURE

The Information and Communication Technology course is designed around:

- Core topics integrated into modules of work;
- Using a problem-solving process;
- Three or more elective contexts.

Core topics	Elective contexts	
• Hardware • Software • ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

ASSESSMENT

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects;
- At least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

MEDIA ARTS IN PRACTICE – APPLIED

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

PATHWAYS

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

OBJECTIVES

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

- Identify and explain media art-making processes;
- Interpret information about media arts concepts and ideas for particular purposes;
- Demonstrate practical skills, techniques and technologies required for media arts;
- Organise and apply media art-making processes, concepts and ideas;
- Analyse problems within media arts contexts;
- Use language conventions and features to communicate ideas and information about media arts, according to context and purpose;
- Plan and modify media artworks using media art-making processes to achieve purposes;
- Create media arts communications that convey meaning to audiences;
- Evaluate media art-making processes and media artwork concepts and ideas.

STRUCTURE

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

ASSESSMENT

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects, with at least one project arising from community connections;
- At least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

MUSIC IN PRACTICE – APPLIED

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music. Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

PATHWAYS

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

OBJECTIVES

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

- Identify and explain music principles and practices;
- Interpret music principles and practices;
- Demonstrate music principles and practices;
- Apply technical and expressive skills to performance and production of music works;
- Analyse the use of music principles and practices in their own and others' music works;
- Use language conventions and features to communicate ideas and information about music, according to context and purpose;
- Plan and modify music works using music principles and practices to achieve purposes;
- Create music works to communicate music ideas to audiences;
- Evaluate the application of music principles and practices to music works and music activities.

STRUCTURE

The Music in Practice course is designed around core and elective topics.

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Song writing • World music

ASSESSMENT

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects, with at least one project arising from community connections;
- At least one performance, separate to an assessable component of a project;
- At least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions.	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

RELIGION AND ETHICS – APPLIED

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

PATHWAYS

A course of study in Religion and 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:

- Recognise and describe concepts, ideas and terminology about religion, beliefs and ethics;
- Identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society;
- Explain viewpoints and practices related to religion, beliefs and ethics;
- Organise information and material related to religion, beliefs and ethics;
- Analyse perspectives, viewpoints and practices related to religion, beliefs and ethics;
- Apply concepts and ideas to make decisions about inquiries;
- Use language conventions and features to communicate ideas and information, according to purposes;
- Plan and undertake inquiries about religion, beliefs and ethics;
- Communicate the outcomes of inquiries to suit audiences;
- Appraise inquiry processes and the outcomes of inquiries.

STRUCTURE

The Religion and Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
• Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective	• The Australian scene • Ethics and morality • Good and evil • Heroes and role models • Indigenous Australian spiritualities • Meaning and purpose	• Peace and conflict • Religion and contemporary culture • Religions of the world • Religious citizenship • Sacred stories • Social justice • Spirituality

ASSESSMENT

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project or investigation;
- One examination;
- No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test.

SPORT AND RECREATION – APPLIED

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Sport and recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

PATHWAYS

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

OBJECTIVES

Through the study of Sport and Recreation students will examine:

- The relevance of sport and active recreation in Australian culture;
- The contribution sport and active recreation makes to employment growth, health and wellbeing;
- Factors that influence participation in sport and active recreation;
- How physical skills can enhance participation and performance in sport and active recreation activities;
- How interpersonal skills support effective interaction with others;
- The promotion of safety in sport and active recreation activities;
- Technology in sport and active recreation activities;
- How the sport and recreation industry contributes to individual and community outcomes.

STRUCTURE

Core	Electives
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	Physical activities over the course of study in the following areas: • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

ASSESSMENT

Students will complete the following assessments:

- Project;
- Investigation;
- Extended response;
- Performance;
- Examination.

TOURISM – APPLIED

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

PATHWAYS

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

OBJECTIVES

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

- Recall terminology associated with tourism and the tourism industry;
- Describe and explain tourism concepts and information;
- Identify and explain tourism issues or opportunities;
- Analyse tourism issues and opportunities;
- Apply tourism concepts and information from a local, national and global perspective;
- Communicate meaning and information using language conventions and features relevant to tourism contexts;
- Generate plans based on consumer and industry needs;
- Evaluate concepts and information within tourism and the tourism industry;
- Draw conclusions and make recommendations.

STRUCTURE

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

ASSESSMENT

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project;
- One examination;
- No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item.

VISUAL ARTS IN PRACTICE – APPLIED

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

PATHWAYS

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

OBJECTIVES

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

- Recall terminology and explain art-making processes;
- Interpret information about concepts and ideas for a purpose;
- Demonstrate art-making processes required for visual artworks;
- Apply art-making processes, concepts and ideas;
- Analyse visual art-making processes for particular purposes;
- Use language conventions and features to achieve particular purposes;
- Generate plans and ideas and make decisions;
- Create communications that convey meaning to audiences;
- Evaluate art-making processes, concepts and ideas.

STRUCTURE

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

ASSESSMENT

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects, with at least one project arising from community connections;
- At least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

VET in Schools
SIT20322 Certificate II in Hospitality

Outline
A total of 12 units are required for this qualification.

Core Units

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

Elective Units

SITHGAM022	Provide responsible gambling services
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHCCC024	Prepare and present simple dishes
SITXFSA005	Use hygienic practices for food safety

Skill Set details:
https://training.gov.au/Training/Details/SIT20322

Blueprint Career Development has a long history of working with Queensland schools. We understand the complexities and unique needs of both students and teachers.

Delivery and assessment

- Student assessment marked by qualified Blueprint Career Development Assessors
- Qualified industry trainers come to your school on days to suit you
- Delivery plans provided, including templates and resources

Compliance and reporting

- Assessment validations and moderation conducted by Blueprint Career Development
- Resulting and reporting performmed by Blueprint Career Development

Cost and Funding

No fees are applicable for this course for eligible students undertaking VETiS training in a school environment.
Fee for service cost is $1260.

Skills Assure

Blueprint Career Development

Step into your future

CONTACT US

07 3806 1543
student.support@blueprintcd.com.au
www.blueprintcd.com.au

Blueprint Career Development
RTO # 30978

Hospitality Experience Program

The Blueprint Hospitality Experience Program has been developed to give year 12 students the opportunity to develop a deeper understanding of the hospitality industry with real hands on exposure to front and back of house operations. The program allows students with different strengths and areas of interest to experience a range of departments and positions so they can make informed decision about future aspirations.

Whilst immersed in the program, students will enjoy the professional and fast paced work environment and also experience 4 and 5 star properties from the perspective of a guest. Our partner hotels are committed to community involvement and "growing" the next generation of hospitality professionals.

Prices for a 1 night stay, twin share start from $185 per person,
2 night stay, twin share $285 per person. (Subject to change and regional price dependant).
Subject to class numbers. Individual payment required.

Benefits of the Program

- Putting classroom knowledge into practice in a variety of different hospitality roles and positions
- Insight into the world of work and the responsibilities of being an employee
- Experience company cultures, systems and work practices
- An insight into a range of career paths Personal growth and independence

The Day Program includes:

- Accommodation (twin share)
- Buffet breakfasts
- Lunches in the staff cafeteria
- Dinner in the hotel restaurants
- Hotel tour, welcome and induction
- 2 or more shifts of 3.5 hours in selected departments
- Guest access to hotel facilities (not licensed bars)

Interested? Phone **07 3806 1543** or email at **student.support@blueprintcd.com.au**

Blueprint Career Development

Step into your future

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student.support@blueprintcd.com.au
www.blueprintcd.com.au

Blueprint Career Development
RTO # 30978

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Credits: 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, 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 dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically 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. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost.**

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 Trainings 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 are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
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	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

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 are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 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 can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

Certificate II in Food Processing + Certificate II in Supply Chain Operations

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training Group **RTO Code:** 31418

Qualification Code/s and Title: FBP20122: Certificate II in Food Processing
TLI20421: Certificate II in Supply Chain Operations

Course Overview:
This dual qualification is informative and practical with topics relevant to current food industry requirements and warehousing trends, including food safety, stock control and Chain of Responsibility. This Strategix course will help you gain accredited qualifications and practical skills in an ever-growing industry that operates 24/7, throughout the entire world.

Successful completion of the dual qualification contributes up to a **maximum of six (6) credits** towards a student's **QCE.**

Cost: FBP20122 Certificate II in Food Processing is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, TLI20421 Certificate II in Supply Chain Operations will be charged at a discounted rate of $100 per student.

*** If the student has used their VETiS funding, the course fee will be $1,500 for FBP20122 Certificate II in Food Processing plus an additional $100 for TLI20421 Certificate II in Supply Chain Operations.

Duration: 2 Terms
Students will undertake this course in conjunction with their current subject course load of 6 subjects.

FBP20122: Certificate II in Food Processing

Course Code	Unit Description	Course Assessment
FBPWHS2001	Participate in work health and safety processes	Competency Based. Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
FBPOPR2074	Carry out manual handling tasks	
TLIL0007	Complete workplace induction procedures	
FBPOPR2071	Provide and apply workplace information	
FBPPPL2001	Participate in work teams and groups	
FBPFSY2002	Apply food safety procedures	
FBPOPR2070	Apply quality systems and procedures	
FBPOPR2096	Follow procedures to maintain good manufacturing practice in food processing	
FBPPPL2002	Work in a socially diverse environment	
MSMENV272	Participate in environmentally sustainable work practices	
FBPOPR2079	Work with temperature-controlled stock	
TLIA2014	Use product knowledge to complete work operations	
BSBOPS203	Deliver a service to customers	

NATIONALLY RECOGNISED TRAINING

Strategix Training

TLI20421: Certificate II in Supply Chain Operations

** Successful completion of FBP20122 is required before commencing TLI20421. Six units of competency, as shown in blue, are credit transferred from FBP20122 to fulfil the package requirements of TLI20421.

Course Code	Unit Description	Course Assessment
TLIX0023	Identify the roles and functions of the supply chain industry	Competency Based. Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	
TLIE1003	Participate in basic workplace communication	
TLIF0025	Follow work health and safety procedures	
TLIU2012	Participate in environmentally sustainable work practices	
TLIJ2001	Apply quality procedures	
TLIG2007	Work in a socially diverse environment	
TLID0020	Shift materials safely using manual handling methods	
TLIL0007	Complete workplace induction procedures	
TLIA2014	Use product knowledge to complete work operations	
BSBOPS203	Deliver a service to customers	
FBPOPR2079	Work with temperature-controlled stock	
FBPOPR2071	Provide and apply workplace information	
FBPPPL2001	Participate in work teams and groups	

Certificate II in Health Support Services + Certificate III in Health Services Assistance

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training Group **RTO Code:** 31418

Qualification Code/s and Title: HLT23221: Certificate II in Health Support Services
HLT33115: Certificate III in Health Services Assistance

Course Overview:
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry-level skills necessary for a career in the health sector and provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

Successful completion of the dual qualification contributes up to a **maximum of eight (8) credits** towards a student's **QCE**. Up to 4 points for the completion of Certificate II and up to a further 4 points for the completion of Certificate III.

Work Experience:
Students are highly encouraged to undertake work experience in a health or community service facility to strengthen their skills, knowledge and employability. This work experience is ***not*** a requirement to complete the course. Strategix Training considers industry experience to be very important for students to gain a deeper understanding of day-to-day operations in relevant roles.

Pathways:
Potential options may include:
- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor's Degrees (B.Nursing)
- Entry-level employment within the health industry

Cost: HLT23221 Certificate II in Health Support Services is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, HLT33115 Certificate III in Health Services Assistance will be charged at a discounted rate of $399 per student.

*** If the student has used their VETiS funding, the course fee will be $1,500 for the Certificate II plus an additional $350 for the Certificate III.

Duration: 7 Terms

NATIONALLY RECOGNISED TRAINING

Strategix Training

HLT23221: Certificate II in Health Support Services

Course Code	Unit Description	Course Assessment
BSBOPS101	Use business resources	Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks
BSBPEF202	Plan and apply time management	
BSBOPS203	Deliver a service to customer	
CHCCOM001	Provide first point of contact	
CHCCOM005	Communicate and work in health or community services	
CHCDIV001	Work with diverse people	
HLTWHS001	Participate in workplace health and safety	
HLTINF006	Apply basic principles and practices of infection prevention and control	
BSBADM101	Use business equipment and resources	
CHCCCS020	Respond effectively to behaviours of concern	
CHCCCS026	Transport individuals	
HLTFSE001	Follow basic food safety practices	
SITXFSA005	Use hygienic practices for food safety	

HLT33115: Certificate III in Health Services Assistant

** Successful completion of HLT23221 is required before commencing HLT33115. Six units of competency are credit transferred from HLT23221 to fulfil the package requirements of HLT33115.

Course Code	Unit Description	Course Assessment
BSBWOR301	Organise personal work priorities and development	Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks
HLTAAP001	Recognise healthy body systems	
CHCMHS001	Work with people with mental health issues	
CHCCCS009	Facilitate responsible behaviour	
CHCCCS012	Prepare and maintain beds	
HLTAID011	Provide first aid	
CHCCCS002	Assist with movement	
BSBMED301	Interpret and apply medical terminology appropriately	

Qualification Issuance: Students deemed competent in all units of competency will be awarded the qualification and a record of results by Strategix Training Group. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.