



**Cairns School of
Distance Education**
Global Learning

SENIOR PATHWAYS GUIDE for 2026/2027 – Year 11&12

Beyond Year 10 for Home Based Students





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Key: (click on subject on contents page to move to subject overview page within document)

G – General Subject

A – Applied Subject

P – Preparatory Subject (Short course)

V – VET Subject

R – Recognised Subject

Senior Pathways Guide Information

This Guide is intended for parents and carers, currently enrolled full-time Year 10 students at Cairns SDE, and incoming full-time enrolments for Year 11 2026. It is designed to inform and support meaningful career pathway decisions about 2026-2027 and beyond.

Once a student completes Year 10 or turns 16, they move from the compulsory schooling phase to the compulsory participation phase. This means they must stay in education and training for a further two years until they have:

- Gained a Queensland Certificate of Education (continuing study into Years 11-12), or
- Gained a Certificate III vocational qualification (TAFE or other training organisation), or
- Gained meaningful employment for a minimum of 25 hours a week (transitioning into the workforce full-time)

Every Year 10 student and their parent/carer will have a Senior Pathways interview with a Cairns SDE staff member who will discuss and finalise what their individual pathway beyond year 10 will be. This could include subject selections for Years 11 and 12, or discussions regarding transitioning to the workforce or other educational pathways. Interviews will take place in 2025: Term 2, Week 10 for students not continuing at CSDE in 2026 and Term 3 Weeks 1-4 for all other students.

To assist you in your decision making, all year 10 students are required to complete their Senior Education and Training Plan (SET Plan) in OneSchool. This should be completed in preparation for your Pathways Interview. It is an integral part of the process in determining whether you will continue onto Year 11 and 12 or pursue an alternative pathway.

Action: Senior Pathways – beyond Year 10:

Key dates for planning for Cairns SDE Year 10 students in Term 2 & 3 2025

TASKS	ACTION	COMPLETED BY
1	Set up Career Planning folder on your device	22 April 2025
2	Attend TAFE presentation during Assembly/Connect Work Experience Documents Due – vet@cairnssde.eq.edu.au	20 May 2025 23 May 2025
3	Commence SET Plan in OneSchool – <i>My Education Plan</i> * Students continuing into Year 11 in 2026 complete Subject EOI (OneSchool survey)	2 June 2025
4	Complete myfuture survey/Career Profile. Save report/s in your Career Planning folder	10 June 2025
5	Download QTAC Guide 2026 and view the QTAC presentation in QLearn>Connect lesson	10 June 2025
6	Attend online Pathway's information session QCE/QCIA - Student session – during Connect lesson @ 10:45am - Parent online session @ 6:30pm - Parent online session @ 6:30pm	10 June 2025 5 June 2025 11 June 2025
7	Connect session with Learning Area / VET Heads of Department for Q&A regarding senior subjects	17 June 2025
8	Read the Senior Pathways guide and supporting documents - emailed to all Year 10 students on 27/05/2025. Connect teachers will check completion of SET Plan in OS	17 June 2025
9	All Year 10 students email completed Senior Pathways form to seniorpathways@cairnssde.eq.edu.au	20 June 2025
10	Book an online Senior Pathways interview: - Students not continuing with CSDE in 2025 - Students Continuing onto Year 11 2026 Enter subject selections in OneSchool - Students continuing onto Year 11	20 June 2025 14 July 2025 14 July 2025
11	Engage in Work Experience / Careers Expo – Week 10	23-27 June 2025
12	All Students and parent/s attend Pathways Interview during • Term 2 Week 10 – students not continuing at CSDE in 2026 • Term 3 Weeks 1-4 - students continuing at CSDE in 2026	T2 W10: 23-27/6 T3 W1-4: 14/7 - 8/08
13	Subject Selection for Year 11 – 2026 completed and entered in OneSchool (whilst changes can be made up until Term 1 – Week 4 2026 - forms submitted after this date cannot be guaranteed their first choice of subjects)	Term 3 Week 5 11 August 2025

Online learning at Cairns SDE

Students are strongly encouraged to attend all online lessons and tutorials to participate in the classroom activities in those lessons. Students will require a headset with a microphone and a webcam.

Study at an online school requires a high level of self-direction and motivation. Students will require a physical space that is free from distractions, as well as the ability to maintain focus during online lessons. In addition to the time spent in online lessons, students will need to allow sufficient time to complete homework tasks, assessments, study, and revision. Recordings of lessons can be accessed by students in the case of absence, or for revision purposes.

WHAT'S YOUR PLAN?

Right now, the future might feel uncertain. COVID-19 has caused the biggest disruption to the global job market in recent history, and its impact has fast tracked changes that are transforming the world of work.

In the coming years, digitalisation, automation, and AI will continue to profoundly reshape the workplace. Many jobs that exist today will no longer be options by the time you finish your education. New jobs will emerge, while others will evolve as technology replaces the more routine aspects of many occupations.

This new reality may seem daunting but brings with it smarter ways of working and exciting opportunities to network, collaborate and flourish in a world full of diverse new jobs. It is an unpredictable time to be embarking on a career, but if you plan effectively, you will be well prepared to harness the opportunities that come your way. This planning begins with some strategic thinking and decision making.

You need to decide if you want to complete Years 11 and 12 or pursue other training or employment. You need to think about whether you want to undertake further study and if so, what you might study, and where. You need to take the first step down one path, but you should begin the journey knowing that there could be roadblocks, detours and that you might need to retrace your steps and go back the way you came once or twice.

This plan is the starting point for a hundred different decisions that you are going to make in the next decade. You can change your mind—and you probably will, more than once—and that's okay. For now, you just need a place to start.

To be able to achieve your goals, you need to start with a simple plan. Put it down on paper. Be flexible enough to change the plan as you move along. Never stop asking yourself what inspires you, what brings you joy, and how you are going to change your world.

<https://myqce.qcaa.qld.edu.au>

The Queensland Curriculum and Assessment Authority (QCAA) site assists students and parents to map a pathway to a Queensland Certificate of Education (QCE) and beyond. Also, the site allows students to view their learning account to monitor their progress towards a QCE.

CAREER PLANNING RESOURCES

If you are unsure where to start, the resources below can help you take the first steps in planning your career.

www.myfuture.edu.au

Myfuture is a comprehensive career information and exploration service. It can help you explore career options based on your skills and interests and find information about occupations and the further education and training required for each job.

www.joboutlook.gov.au

Job Outlook is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive career quiz that helps identify work styles and suggests career options.

www.myskills.gov.au

My Skills provides information about vocational education and training. It can connect you with employers and training organisations that best suit your needs and the path that you have set out.

www.studyassist.gov.au

If you are thinking about tertiary study, this website contains information about Australian Government assistance for financing tertiary study.

www.aapathways.com.au

Australian Apprenticeships Pathways lets you find out where apprenticeships are available and follow links to job pathways charts and job descriptions (refer also to the Queensland Training Information Service and Queensland Skills Gateway).

www.yourcareer.gov.au

The Your Career website offers the School Leavers Information Kit. This resource provides tailored information about education, training, and work options to help navigate the changing labour market and choose appropriate pathways.

CAREER AND EMPLOYMENT EXPOS

Career and employment expos (also known as career markets or fairs) connect job seekers and students with industries, employers, and education and training providers. Attending a career and employment expo is a great opportunity to speak face-to-face with people who can answer your questions and guide you on your professional path. Visit <https://www.qtac.edu.au/open-days-expos/> for 2025 career and employment expo dates and locations or access your relevant state tertiary admissions centre.

Senior Education and Training Plan (SET Plan)

A SET Plan helps students structure their learning around their abilities, interests, and ambitions. It details what, where and how students will study in Years 11 and 12, or other pathways that they will pursue. More information about the SETP can be viewed at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep>

Once you have done some research into possible pathways and careers, it is important to document **your** plan for **your** future, but also realise that your plans **CAN** change.

Your OneSchool profile provides a place to document:

- Your preferred learning pathways, and why you prefer them
- Your reflection on areas where you might need some more support
- The costs of the different learning and training options including scholarships and government assistance schemes
- Job requirements including skills and attributes valued by employers
- Your life and career goals and ways to reach them

Remember that this is a starting point and can be revised as you learn more about yourself and possible career choices. Your SET Plan becomes an active tool to guide you as you work towards your goals. Review your Plan several times each year to monitor your progress towards your goals

And remember... your SET Plan can be adjusted during your Senior Years should you choose/need to focus on a different learning pathway. If the changes involve subject changes, you will need to contact the Senior Secondary HOD to follow the school procedures for negotiating subject changes prior to **Term 1 Week 3**.

NOTE: Time during your interview is limited. Please complete the SET Plan in your OneSchool - My Education Plan, **BEFORE** your interview. Your interview may be rescheduled if your SET Plan has not been completed.

Pathways you can choose from include:

1. QCE - employment and training pathway
2. QCE and ATAR – university pathway
3. QCE and VET qualifications – employment and training pathway
4. QCE and school-based apprenticeship/traineeship pathway
5. QCIA (Queensland Certificate of Individual Achievement) (for eligible students only)
6. Alternate pathway – not continuing into year 11 and 12 (full-time work, full time apprenticeship/traineeship, TAFE, or other Registered Training Organisation (RTO))

Pathway option: Year 11 and 12

For those continuing onto Year 11 and 12, it is important to choose subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps. Senior pathway planning starts in Year 10, when schools work with students and their parents/ carers to develop a Senior Education and Training (SET) plan or equivalent.

As an overall plan, it is advised to choose subjects that:

- you enjoy, have achieved in, or feel confident in achieving good results
- reflect your interests and abilities
- help you reach your career and employment goals
- will develop skills, knowledge and attitudes that are useful throughout your life
- will satisfy future tertiary course prerequisites

Timelines for Subject Selection for Year 11 2026:**Term 2 2025**

Week 8 & 9:	Year 10 parent/carers attend Senior Subject Selection/QCE Parent Information Session via Teams
Week 9:	All Year 10 students attend a Senior Pathways Student Information Session via QLearn>Assembly>MS TEAMS Book an interview, via the online Parent/Teacher Interview app (schoolzine), at a time that both parent and student can attend. Subjects for Year 11 will be recorded by the Staff member at the interview. All Year 10 students email completed Senior Pathways form to seniorpathways@cairnssde.eq.edu.au
Week 10	Students not continuing with CSDE in 2026 complete Set Plan Interview

Term 3 2025

Week 1	If you are continuing onto Year 11 and 12 - return your Senior Pathways Selection form including subject selections via seniorpathways@cairnssde.eq.edu.au prior to your SET Plan interview and by the final date of Monday 11 August 2025
Week 1-4	Parent/Carer and student attend the online Senior Pathway interview with a member of the Cairns SDE team to finalise subject selections or advise of alternative pathway

Important: Do not worry if you are not 100% sure about your subject selections when completing your subject selection form – your selections will be confirmed during your interview after discussing your plans for the future, your current results, etc. Change your mind over the holidays? You have until **Term 1 Week 3** to change your subjects.

Senior Education Profile

The Queensland Curriculum and Assessment Authority (QCAA) issues electronic Senior Education Profiles (SEP) to Queensland students upon completion of Year 12.

The Profile may include a:

- Senior Statement, which is a transcript of a student's QCAA learning account with all QCE-contributing studies and the results achieved that may contribute to the award of a QCE
- Queensland Certificate of Education (QCE), which is Queensland's senior secondary schooling qualification awarded to eligible students, or a Queensland Certificate of Individual Achievement (QCIA), which is Queensland's report of student learning achievements in an individual learning programme during senior secondary schooling.

Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their QCE, and once completed, will be awarded a QCE in the following July or December.

Senior Statement

The student has satisfied the completion requirements for Year 12 in Queensland. Students can access their student learning account in the QCAA Student Portal via <https://myqce.qcaa.qld.edu.au/>. Learning accounts are closed after nine years. Students may apply to the QCAA to have their account reopened and all credit continued.

Senior Statement				
This is to certify that Jane Citizen has achieved the results reported on this statement				
General				
Subject	Year	Units	Overall	Score
English	2023	1 2 3 4	B	42/100
Mathematics Methods	2023	1 2 3 4	A	81/100
Ancient History	2023	1 2 3 4	C	56/100
Biology	2023	1 2 3 4	B	72/100
Accounting	2023	1 2 3 4	C	69/100
Applied				
Subject	Year	Units	Overall	
Arts in Practice	2023	1 2 3 4	B	
Training Academy				
Qualification	Year	Status		
Certificate II in Business	2023	Completed		

Subject List – 2026

Years 11 and 12 QCAA subjects and Vocational Education and Training (VET) courses

QCAA Subjects	General (University pathway)	Applied (Training and Employment Pathway)
English	English Literature	Essential English
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics
Science	Biology Chemistry Physics Psychology	Science in Practice
Health and Physical Education	Health	Early Childhood Studies Sport and Recreation
Humanities and Social Sciences	Ancient History Business Geography Modern History	Social and Community Studies Tourism
Languages	Chinese Chinese Extension (yr 12) French German Indonesian Italian Japanese Spanish	
Technologies	Digital Solutions	Information & Communication Technology
The Arts	Dance Visual Art	Media Arts in Practice Visual Arts in Practice
Vocational Education and Training (VET) Courses:		
BSB30120	Certificate III in Business – Business Administration Two years 8 QCE credits	
*VET course fees are payable, and non-refundable *QCE credit limits apply for multiple VET courses		
Preparatory Courses		
Literacy Short Course Numeracy Short Course Career Education Short course	Successful completion of a short course attracts 1 QCE credit point and fulfils the literacy and numeracy requirements for the QCE. Please note that short courses are offered in one Semester only and take one semester to complete.	

Additional Subjects: Students can select a maximum of 2 subjects from Brisbane SDE and/or Charters Towers SDE as part of their subject selection.

Disclaimer: Enrolment in subjects at BSDE and CTSDE cannot be guaranteed but will be confirmed in Term 4 2025.

Note: Brisbane SDE requires students to attend all live timetabled lessons as part of their enrolment and attendance policy. **Check their websites for subject options**

*Other external RTO's (e.g. TAFE, Dance Studio's) who provide Certificate II, III, IV, and /or Diploma Courses can be added as 'Other' when entering subject selection in OneSchool profile (SET Planning)

All senior subjects 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 and communication technologies (ICT) skills

Types of senior subjects and VET courses

Before you can choose your subjects, it is important that you understand the differences between the types of subjects and levels of VET qualifications. This is to ensure that you know which types of subjects you need to choose in order to meet the requirements of your chosen pathway.

General subjects

General subjects prepare students for tertiary study, further education and training and work. General subjects include Extension subjects. General subjects are academically challenging. Students undertaking general subjects are required to complete external assessments that are created and marked by the QCAA.

Units 1 and 2 (Year 11)

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study.

Satisfactory completion of Units 1 and 2 contributes one credit for each unit towards the QCE.

Results from Units 1 and 2 do not contribute to ATAR calculations.

Units 3 and 4 (Year 12)

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative, that is, it is used to measure the student's achievement in the subject.

Completion of both Units 3 and 4 at a grade of C or above contributes two credits towards the QCE.

Results for assessment in Units 3 and 4 contribute to ATAR calculations, regardless of your grade.

Extension Subjects

Extension subjects are extensions of the related General subjects. Extension subjects are studied either together with, or after, Units 3 and 4 of the General course of study. Extension subjects consist of two units (Units 3 and 4).

Completion of both Units 3 and 4 at a grade of C or above contributes two credits towards the QCE.

Results for assessment in Units 3 and 4 contribute to ATAR calculations, regardless of your grade.

Assessment in General subjects

All General subjects, including Extension subjects, include three summative internal assessments across Units 3 and 4, and an external assessment (examination) at the end of Unit 4.

The three summative internal assessments must be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.

The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Applied subjects

Applied subjects focus on practical skills and prepare students who are primarily interested in pathways that lead to vocational education and training or work.

- 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.

Applied subjects are four-unit courses of study.

Units 1 and 2

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

Satisfactory completion of Units 1 and 2 contributes one credit for each unit towards the QCE.

Results from Units 1 and 2 do not contribute to ATAR calculations.

Units 3 and 4

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative, that is, it is used to measure the student's achievement in the subject.

Completion of both Units 3 and 4 at a grade of C or above contributes two credits towards the QCE.

Results for assessment in Units 3 and 4 contribute to ATAR calculations, regardless of your grade. **A maximum of one Applied subject can contribute to ATAR calculations.**

Assessment in Applied subjects

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

VET courses

Vocational Education and Training (VET) courses allow students to gain nationally recognised qualifications. Students completing a VET course will need a Unique Student Identifier (USI). To create a USI number, go to <https://www.usi.gov.au/students/create-your-usi>. Certification can only be issued when the student has created and supplied their USI. The USI stays with you beyond school and keeps all of your certificate courses in the one place (including First Aid certificates!)

Completed VET courses contribute to the QCE. A maximum of one completed VET qualification at Certificate III level or higher can contribute to ATAR calculations.

Assessment in VET courses

Assessment in VET is competency based. In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skills to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

Students are required to complete ALL units of competencies in a qualification to be awarded the full Certificate. If the full qualification is not achieved, a Statement of Attainment is issued listing the units of competency attained.

QCAA Short courses

Short Courses are suitable for students who are interested in pathways to vocational education and training and establish a basis for further education and employment. Short courses fall within the category of Preparatory or Complementary learning which may contribute 1 point towards the QCE, but do not contribute towards and ATAR.

Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)

QCE

The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success. To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements

QCIA

To be eligible for a QCIA, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural, or linguistic factors. The QCIA records educational achievement in two ways – the Statement of Achievement and Statement of Participation.

QCE requirements:

20 credits	✓ set amount of learning
Minimum C level	✓ set standard
3 subjects for 2 years	✓ set pattern - core
1 unit required	✓ literacy requirement
1 unit required	✓ numeracy requirement



Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

QCE categories and credit values

CATEGORIES AND COURSES	QCE CREDITS PER COURSE
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by the QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses <ul style="list-style-type: none"> • QCAA Short Course in Literacy • QCAA Short Course in Numeracy 	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by the QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses <ul style="list-style-type: none"> • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education 	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by the QCAA

Literacy and Numeracy

To ensure you meet the literacy and numeracy requirements for the QCE, you will need to achieve the set standard in at least one of the literacy options and at least one of the numeracy options listed below.

Literacy

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

Numeracy

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

Completed core in General and Applied subjects

Completion of Unit 1 and Unit 2 are each recorded as 'satisfactory' or 'unsatisfactory'.

Units 3 and 4 are graded together as a pair at the end of the course, using A–E grades. To count a subject towards completed core, you must achieve a C or above for the Units 3–4 pair. Credit only accrues for each of Units 1 and 2 if there is 'satisfactory' completion.

Consider the following possibilities:

Subject	Results Units 1–2: Satisfactory (S) / Unsatisfactory (U) Units 3–4: A to E grades			QCE credits	Contribute to completed Core?
	Unit 1	Unit 2	Units 3 and 4		
English	S	S	B	4	Yes
Geography	U	S	C	3	Yes
Drama	U	U	C	2	Yes
Chemistry	S	S	D	2	No C or above has not been achieved for Units 3–4
Health	S	S	Changed to Legal Studies	2	No All 4 units have not been completed
Italian	–	–	C	2	No All 4 units have not been completed
General Maths	S	Changed to Essential Maths	–	1	Yes Changes between Maths and English subjects still count as completed core
Essential Maths	–	S	B	3	Yes Changes between Maths and English subjects still count as completed core
Certificate III in Business	100% complete; Pass			8	Yes

Australian Tertiary Admission Rank (ATAR)

The ATAR is the primary means to determine tertiary admissions and indicates a student's position relative to other students.

The ATAR is expressed as a number between 99.95 (highest) down to 0 (lowest). ATARs below 30 are expressed as '30.00 or less'.

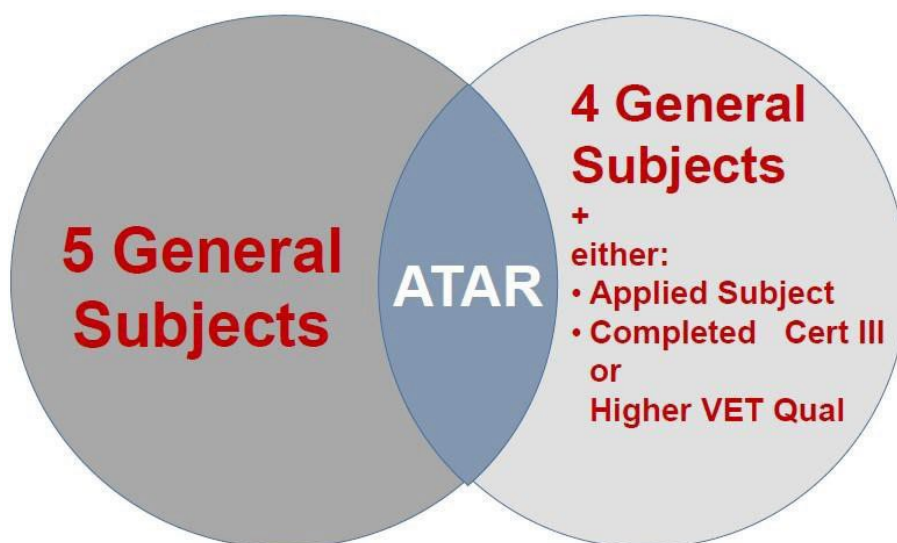
Students who are aiming to study at university after they finish school should work towards an ATAR. They should be prepared/able to commit to the time demands and academic rigour of ATAR eligible subjects/VET courses.

ATAR requirements:

- achieved a C or above in an English subject (English or Essential English)
- completed five general subjects; or four general subjects plus one applied subject; or four general subjects plus one VET Certificate III or above
- Only General English or Applied English can be included in the ATAR, but not both
- Only general Mathematics subjects or Applied Mathematics can be included in the ATAR, but not both.
- Within general subjects, only one type of language subject studied at General or assessed via Senior Examination only can be included in the ATAR calculation (it is not possible to include both the General subject Chinese and Chinese–full form characters (Senior External Examination only) in a student's ATAR).

There are no other restrictions on the inclusion of subjects in the ATAR. For example, a student may count the following general subject results in their ATAR:

- both *Mathematical Methods* and *Specialist Mathematics*
- both *Chinese* and *Chinese Extension*.



Vocational Education Training (VET)

This pathway is recommended for those students who want to complete Year 12 with some VET qualifications as well as their QCE. This pathway is ideal for students wanting to enter the workforce and/or gain an apprenticeship upon completion of Year 12.

Applied subjects and Certificate II VET qualifications

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning. For example, a student may complete Business Studies and a Certificate II Business, however credit for only one of these will contribute towards the QCE.

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest-level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

QCE and VET qualifications – employment and training pathway

Students who choose this pathway typically choose applied subjects rather than general subjects. To achieve your QCE and VET qualifications, the number of subjects you choose depends on the level of VET qualification you choose to complete:

- If you choose a Certificate II, you need to choose five (5) other subjects
- If you choose a Certificate III, you only need to choose four (4) other subjects (Certificate IIIs generally accrue 8 QCE credit points and therefore count as two subjects).

If you have already 'banked' QCE points from a completed Certificate course prior to commencing Year 11, you may only need to select 5 subjects.

School-based apprenticeship/traineeship

Students who wish to choose this pathway should contact the Guidance Officer (GO) and/or the Industry Vocational Training Officer (IVTO) - see school website for contact details.

QCE and school-based apprenticeship/traineeship pathway

The number of subjects a student on this pathway chooses depends on the amount of QCE credit accrued by the apprenticeship or traineeship. However, students on this pathway typically choose an English subject, a maths subject and one other subject

Alternate pathway to Senior Secondary

Once a student has completed Year 10, schools may treat a student's enrolment as having ended only if one or more of the following circumstances arise:

- there is reasonable evidence that the student is participating full-time in another eligible option (e.g. TAFE) or with a Registered Training Organisation and this is equivalent to full-time schooling, and the student has ceased attending school.
- there is reasonable evidence that the student has left school to undertake a full-time apprenticeship or traineeship (e.g. signed contract with the Registered Training Organisation for an apprenticeship or traineeship) or, for compulsory participation students only (students who have turned 16 and completed Year 10), full-time employment (e.g. letter from employer confirming full-time employment)
- there is reasonable evidence that the student will register for home education, including that the Home Education Unit has received an application for registration for this student, the school has been advised by the parent/carer that they will register for home education, and the student is not attending school

Choosing your subjects and/or courses

Remember! You should choose subjects and/or courses according to your learning goals and pathway. Interest and enjoyment will also inform your choices. Be realistic about your subject selections. The updated senior schooling system has made it more important than ever to make correct subject choices. It is vital to avoid subject changes and to ensure you meet the requirements of the QCE. Achieving an unsatisfactory result in one or more subjects can have a detrimental impact upon your QCE eligibility.

How many subjects and/or courses to choose

Subject selection for Years 11-12 (2026-2027) full-time study load can reflect any of the following options:

*6 subjects = 24 QCE

*5 subjects + Certificate I or II = 23/24 QCE

*4 subjects + Cert III, IV, V or Diploma course = 22/24 QCE credits

If your Year 11 academic results (Units 1 & 2, and VET course if enrolled) indicate pathway progress success as determined by Senior Schooling, you may then wish to explore the option of reducing your study load by one suitable 4 QCE points subject. It is important that the integrity of your pathways plan is maintained.

Course Overviews

The following Course Overviews provide information for each subject to assist you in gaining an understanding of what each subject and/or course involves, the topics covered and the assessment. This is particularly important for curriculum areas where there is more than one subject to choose from (e.g. Maths, Science).

These overviews, along with a short video for each subject are also available on the school website.

<https://cairnssde.eq.edu.au/curriculum/senior-secondary>

Action:

- If continuing into Year 11 in 2026: Complete question 4 on your **Senior Pathways Selection Form – subject selections** AND email your completed form to seniorpathways@cairnssde.eq.edu.au prior to your SETP Interview.

Recommendation

A sound achievement (C) or above in Year 10 English

Rationale

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

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

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

Pathways

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

Objectives

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

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

Course structure

English is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Structure

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

Assessment

In Units 1 and 2 students complete *four* summative assessments. The combined result of the two assessments in each unit is used to produce a Satisfactory (S) or Unsatisfactory (U) result for the Unit. Students will also receive an overall subject report (A–E) for each Unit.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none">• Extended Response — spoken persuasive	50%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none">• Examination — written imaginative	50%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none">• Extended response — written analytical	50%	Formative internal assessment (FIA4): <ul style="list-style-type: none">• Examination — written analytical	50%

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).

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

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A sound achievement (C) or above in Year 10 English and an avid interest in reading.

Rationale

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features, and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums, and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

- 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 purpose

Course structure

English is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> Ways literary texts are received and responded to How textual choices affect readers Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> Ways literary texts connect with each other — genre, concepts, and contexts Ways literary texts connect with each other — style and structure Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> Relationship between language, culture, and identity in literary texts Power of language to represent ideas, events, and people Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> Dynamic nature of literary interpretation Close examination of style, structure, and subject matter Creating analytical and imaginative texts

Assessment

In Unit 1 and 2 students complete *four* summative assessments (FIA1-4). Students are required to submit two assessments to be rated Satisfactory or Unsatisfactory for each unit. Students receive 1 QCE credit point for each complete unit they have passed with a C or higher. Students will also receive an overall subject result (A–E) for each unit.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	50%	Formative internal assessment 3 (FIA3):	50%
<ul style="list-style-type: none"> Extended response — spoken/multimodal imaginative 		<ul style="list-style-type: none"> Extended response — written imaginative 	
Formative internal assessment 2 (FIA2):	50%	Formative internal assessment (FIA4):	50%
<ul style="list-style-type: none"> Examination — written analytical 		<ul style="list-style-type: none"> Examination — written analytical 	

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).

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

Disclaimer All of the above information is accurate at the time of publication.

Rationale

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

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

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

Pathways

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

Objectives

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

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

Course structure

English is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Structure

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

Assessment

In Units 1 and 2 students complete *four* summative assessments. The combined result of the two assessments in each unit is used to produce a Satisfactory (S) or Unsatisfactory (U) result for the Unit. Students will also receive an overall subject report (A–E) for each Unit.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> Extended response – spoken persuasive 	50%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> Extended response - spoken multimodal 	50%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> Examination – written short response to stimulus 	50%	Formative internal assessment (FIA4): <ul style="list-style-type: none"> Extended response – written imaginative 	50%

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. Students receive an overall subject report (A–E).

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response – spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response - spoken multimodal
Common internal assessment 2 (CIA): <ul style="list-style-type: none"> Examination – written common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Extended response - written imaginative

Disclaimer All of the above information is accurate at the time of publication.

Rationale

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work, and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing, and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable, and non-competitive.

Literacy is embedded across the school curriculum and is developed through all phases of learning. This Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Pathways

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

Objectives

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

1. Comprehend ideas and information in familiar and unfamiliar texts.

- Students make meaning of the world around them by drawing on their own life experiences and those in others' texts — some texts are familiar; some texts are unfamiliar.
- When students make meaning of familiar and unfamiliar written/spoken/multimodal texts across a range of text types (e.g., procedural, persuasive, informative, creative, technical, regulatory, descriptive), they use a variety of explicit reading and viewing strategies to aid comprehension.

2. Communicate ideas and information.

- Students communicate in a range of modes — written, spoken and multimodal.
- When students communicate in written, spoken or multimodal responses across a range of text types (e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive), they convey ideas and information in ways that are appropriate to purposes, audiences, and contexts.
- When students communicate in a written response, they select vocabulary, grammar, punctuation, and spelling to express meaning in various ways for particular purposes, audiences, and contexts. They also choose appropriate registers for the occasion and use cohesive devices for fluency.
- When students communicate in a spoken or multimodal response, they express meaning in various ways for particular purposes, audiences, and contexts. They also choose appropriate registers for the occasion and use cohesive devices for fluency. Pronunciation and gestural communication also add meaning

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Structure

Topic 1: Personal identity	Topic 2: Workplace contexts
Constructed identities <ul style="list-style-type: none">• Understanding identities• Exploring identities in film• Writing for a public audience	Workplace texts <ul style="list-style-type: none">• Informational texts• Procedure and processes• Filming procedural texts – using short videos to inform and engage a public audience

Assessment

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

Topic 1: Personal identity	Topic 2: Workplace contexts
Internal Assessment IA1- Film Review <ul style="list-style-type: none">• Written (multimodal)	Internal Assessment IA2 – Instructional Video <ul style="list-style-type: none">• Spoken (multimodal)

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) in Year 10 Mathematics.

Rationale

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

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

Pathways

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

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

- Computer, access to email, scanner and internet, telephone and USB headset with microphone, exercise book, a protractor, and a drawing compass.
- Scientific Calculator (preferably Casio)
- Parallel rule optional.

Structure

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

Assessment

Formative assessment

Unit 1		Unit 2	
Examination		Examination	
Problem Solving and Modelling Task			
An average of C or higher for both pieces of assessment for QCE credit	1 credit	An average of C or higher for both pieces of assessment for QCE credit	1 credit

Summative assessment

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

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).

Disclaimer All of the above information is accurate at the time of publication

Recommendation

A High Achievement (B) in Year 10 Mathematics or a Sound Achievement (C) in Year 10 Extension Mathematics.

Rationale

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

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

Pathways

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

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

- Computer, access to email, scanner and internet, telephone and USB headset with microphone, exercise book and a protractor.
- Graphics Calculator (preferably Casio FXCG70AU or later)

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions, and probability Surds and quadratic functions Binomial expansion and cubic functions Functions and relations Trigonometric functions Probability	Calculus and further functions Exponential functions Logarithms and logarithmic functions Introduction to differential calculus Applications of differential calculus Further differentiation	Further calculus and introduction to statistics Differentiation of exponential and logarithmic functions Differentiation of trigonometric functions and differentiation rules Further applications of differentiation Introduction to integration Discrete random variables	Further calculus, trigonometry, and statistics Further integration Trigonometry Continuous random variables and the normal distribution Sampling and proportions Interval estimates for proportions

Assessment

Formative assessment

Unit 1		Unit 2	
Examination		Problem-solving and Modelling Task	
		Examination	
An average of C or higher for QCE credit	1 credit	An average of C or higher for both pieces of assessment for QCE credit	1 credit

Summative assessment

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

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).

Disclaimer All of the above information is accurate at the time of publication

Recommendation

A High Achievement (B) in Year 10 Mathematics or a Sound Achievement (C) in Year 10 Extension Mathematics.

Rationale

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

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

Pathways

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

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

- Computer, access to email, scanner and internet, telephone and USB headset with microphone, exercise book and a protractor.
- Graphics Calculator (preferably Casio FXCG70AU or later)

Structure

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

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

Assessment

Formative assessment

Unit 1		Unit 2	
Problem Solving and Modelling Task		Examination	
Examination			
An average of C or higher for both pieces of assessment for QCE credit	1 credit	An average of C or higher for both pieces of assessment for QCE credit	1 credit

Summative assessment

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

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

Nil.

Rationale

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

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

Pathways

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

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, internet, scanner, telephone and USB headset with microphone, exercise book, scientific calculator, stationery, and protractor.

Structure

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

Assessment

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

Summative assessment

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

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.

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

Nil. Please note: this course is offered in Semester 2 only.

Rationale

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

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use. When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work, and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable, and non-competitive. Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Pathways

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

Objectives

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

- Identify and interpret mathematical information.
- Use and apply mathematical knowledge.
- Communicate and represent mathematical knowledge.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, internet, scanner, telephone and USB headset with microphone, exercise book, calculator, stationery, and protractor.

Structure and assessment

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

Topic 1: Personal identity and community	Topic 2: Workplace and employment
<p>One assessment consisting of:</p> <ul style="list-style-type: none"> • A project — oral mathematical presentation (Internal assessment 1). 	<p>One assessment consisting of:</p> <ul style="list-style-type: none"> • an examination — short response (Internal assessment 2)

Disclaimer All of the above information is accurate at the time of publication

Recommendation

A High Achievement (B) in year 10 Science and English and a Sound Achievement (C) in Maths.

Rationale

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.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, printer, scanner, telephone or headset with microphone, digital camera, exercise book, stationery, and the biology kit.

Structure

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

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Data test	10%	Formative internal assessment 3 (IA3)	20%
Formative internal assessment 2 (IA2): Student experiment	20%		
Formative internal assessment (EA): 50% Examination			

Summative assessment

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			

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A High Achievement (B) in Year 10 Science, Maths and English.

Rationale

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.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, printer, scanner, telephone or headset with microphone, digital camera, exercise book, stationery, and the chemistry kit.

Structure

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

Assessment

Formative assessment

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

Summative assessment

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			

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).

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Recommendation

A High Achievement (B) in Year 10 Science and Maths.

Rationale

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

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

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

Pathways

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

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, printer, scanner, telephone or headset with microphone, digital camera, exercise book, stationery, and the physics kit.

Structure

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

Assessment

Formative assessment

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

Summative assessment

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			

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).

Disclaimer All of the above information is accurate at the time of publication

Psychology

General senior subject

General

Recommendation

A High Achievement (B) in year 10 Science, English and in Maths.

Rationale

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Year 11, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep, as well as key research skills in Psychology. Students investigate the process of diagnosis, how to classify psychological disorders and determine an effective treatment, and the contribution of emotion and motivation on individual behaviour. In Year 12, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. Students consider the influence of others by examining visual theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

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

Pathways

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, printer, scanner, headset with microphone, exercise book, and stationery.

Structure

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

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Data test	10%	Formative internal assessment 3 (IA3)	20%
Formative internal assessment 2 (IA2): Student experiment	20%		
Formative internal assessment (EA): 50% Examination			

Summative assessment

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

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) in Year 10 Science.

Rationale

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

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

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

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

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

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book, stationery.

Field work

It is anticipated that approximately five hours of field work will be required for learning and assessment in each unit.

Course structure

Unit 1	Unit 2	Unit 3	Unit 4
Consumer Science <ul style="list-style-type: none">• Topic 1: Microorganisms in Food Production• Topic 2: Consumer Protection	Sustainability <ul style="list-style-type: none">• Topic 1: Eco-friendly outdoor events• Topic 2: Sustainable Housing	Ecology <ul style="list-style-type: none">• Topic 1: Water Quality and Land Use• Topic 2: Life on land	Transport <ul style="list-style-type: none">• Topic 1: Networks Smart Cities• Topic 2: Collisions

Assessment

Formative assessment

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Practical Project	Formative internal assessment 3 (FIA3): Applied Investigation
Formative internal assessment 2 (FIA2): Applied Investigation	Formative internal assessment 4 (FIA4): Practical Project

Summative assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Practical Project	Summative internal assessment 3 (IA3): Applied Investigation
Summative internal assessment 2 (IA2): Applied Investigation	Summative internal assessment 4 (IA4): Practical Project

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity, and validity in assessment.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus. Students will also receive an overall subject result (A–E).

More information about assessment in senior syllabuses is available in ‘The assessment system’ section of the QCE and QCIA policy and procedures handbook.

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) in Year 10 English.

Rationale

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 the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- 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
- organize information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book, and stationery.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Elective topic 1: Alcohol and other drugs 	Community as a resource for healthy living <ul style="list-style-type: none"> • Elective topic 2: Transport safety 	Respectful relationships in the post-schooling transition

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Investigation — analytical exposition	25%	Formative internal assessment 3 (IA3): Investigation — action research	25%
Formative internal assessment 2 (IA2): Examination — extended response	25%	Formative internal assessment 2 (IA4): Examination — extended response	25%

Summative assessment

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%

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

This course is suitable for all students.

Rationale

Sport & 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.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health, and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities and how the sport and recreation industry contribute to individual and community outcomes. Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

1. Investigate activities and strategies to enhance outcomes.

Students explore through active participation. They ask and answer questions in a purposeful way so that their plans, activities, and strategies are informed by well-founded evidence.

Students actively participate in sport and recreation to identify and interpret information about activities and strategies.

2. Plan activities and strategies to enhance outcomes.

Students outline details of action — what, who, when, where, and how. They sort, analyse and review information obtained through investigation to determine appropriate and purposeful activities and strategies.

3. Perform activities and strategies to enhance outcomes.

Performance is flexible and suits a specific context, which may include individual, group, team, and community environments. It is developmental, which means that it can be refined and improved over time. Performance may involve a slight change at first, such as testing ideas in an activity and producing an initial strategy. Students may have to try several different activities and strategies before they make progress. The performance is always required to be recorded for submission.

4. Evaluate activities and strategies to enhance outcomes.

Students make judgments based on criteria to assess outcomes, implications and/ or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained. Students examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Desktop or laptop (dual screens preferred), mouse, headset with microphone and Internet connection. A method of filming as the performance component must be documented.

Structure

Each unit is one semester and has a different topic.

Unit 1	Unit 2	Unit 3	Unit 4
Community Recreation	Emerging Trends	Optimising Performance	Fitness for Sport and Recreation
<ul style="list-style-type: none">Investigate and identify the popular sport and recreational activities in my local community.	<ul style="list-style-type: none">Investigate popular (emerging trend) fitness and/or recreational activities.	<ul style="list-style-type: none">Investigate a range of activities to optimise performance such as warm-up / cool downs, First Aid, sport psychology and risk assessment.	<ul style="list-style-type: none">Investigate using fitness testing, the relationship between components of fitness, body weight exercises and progressive overload.
<ul style="list-style-type: none">Plan an event or competition to increase participation in one of these activities.Plan a fun, inclusive, 30-minute activity session that involves different drills/exercises.	<ul style="list-style-type: none">Plan and write a feature article about these fitness and recreational activities.Plan a 1-hour workshop with a focus topic that covers essential knowledge for optimising player performance in a trending sport.	<ul style="list-style-type: none">Write an (athlete) implementation plan for one of these methods to optimise their own performance.Develop a nutritional plan that aims to optimise performance in a training session.	<ul style="list-style-type: none">Plan a training program that includes bodyweight exercises and implements progressive overloadPlan a bodyweight strength and conditioning training session for (each of) the six types of CrossFit.
<ul style="list-style-type: none">Evaluate the event/competition's effectiveness in increasing participation.Evaluate the activity session and make recommendations that would improve it and the outcomes for participants.	<ul style="list-style-type: none">Evaluate the barriers and enablers of people participating in trending fitness or recreational activities as well as their effect on enhancing health outcomes.Assess the benefits of a trending sport (Esport) to the health outcomes of CSDE students.	<ul style="list-style-type: none">An evaluation of the chosen methods effectiveness on optimising their performance.Journal evaluating the effect of different pre-training meals/snacks.	<ul style="list-style-type: none">Evaluate the effectiveness of their training program by looking at fitness test results.Evaluate the different types of CrossFit suitability and effects on the individual student.
<ul style="list-style-type: none">Perform and film the 'pitch' presentation for this event/competition.Film a snapshot of yourself leading the session and demonstrating/teaching the skills needed by the group.	<ul style="list-style-type: none">Perform and film a demonstration of one of the fitness or recreational activities.Demonstrate actions and strategies (game play) in a trending sport (Esport).	<ul style="list-style-type: none">Demonstration of the plan to optimise performance.Filmed preparation of the pre-training session meals/snacks.	<ul style="list-style-type: none">Demonstration of the bodyweight exercises from the training program.A snapshot demonstration of the six CrossFit sessions.

Assessment

Units are marked in the four areas – Investigating, Planning, Performance (filmed), Evaluating.

Teachers make A-E judgments on student responses for each assessment instrument using the relevant instrument-specific standards.

Disclaimer All of the above information is accurate at the time of publication.

Recommendations

Nil

Rationale

The first five years of life are critical in shaping growth and development, relationships, wellbeing, and learning. The early years can have a significant influence on an individual's accomplishments in family, school, and community life. Quality early childhood education and care support children to develop into confident, independent, and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate, and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop, and learn enables students to effectively interact with children and positively influence their development.

Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement, and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse, and significant nature of early childhood learning.

Pathways

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Objectives

By the conclusion of the course of study, students will have been given the opportunities to:

1. Investigate the fundamentals and practices of early childhood learning.

Students explore the fundamentals of early childhood by identifying factors that influence children in early childhood education and care services. Fundamentals include growth and development, and physical, social, emotional, and social wellbeing. Students explore the practices of early childhood learning through learning activities that encourage active learning, are responsive to children's needs, involve observations of children to gather information and promote active learning environments.

2. Plan learning activities.

Students use their knowledge and understanding of the fundamentals of early childhood and practices in early childhood learning to devise play-based learning activities. Learning activities may relate to play and creativity, literacy and numeracy skills, development, wellbeing, and indoor and outdoor learning environments. Learning activities may involve supporting the diverse and individual needs of children.

3. Implement learning activities.

Students put plans into action by enacting learning activities for a purpose. Students consider the appropriateness of the activity to the developmental needs of children when implementing learning activities. They have opportunities to demonstrate inclusive practices and be responsive to the needs of children. Students have opportunities to explore ways to engage children using language, voice, body language, facial expressions, resources, and the environment.

4. Evaluate learning activities.

Students make judgments about how well learning activities meet intended outcomes and respond to the needs of children. They determine the merit of learning activities according to criteria, such as appropriateness and effectiveness. Students use the fundamentals of early childhood and the practices of early childhood learning to justify their evaluations.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit option C: Children's development	Unit option D: Children's wellbeing	Unit option B: Literacy and numeracy	Unit option F: Indoor and outdoor environments

Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of assessment techniques including:

- Investigations
- Planning
- Evaluations

Unit 1	Unit 2	Unit 3	Unit 4
Assessment C2: Project <ul style="list-style-type: none"> • Play-based learning activity (children's development) • Implementation of activity: up to 5 minutes • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media 	Assessment D2: Project <ul style="list-style-type: none"> • Play-based learning activity (children's wellbeing) • Implementation of activity: up to 5 minutes • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media 	Assessment B1: Investigation <ul style="list-style-type: none"> • Play-based activity (numeracy) • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media 	Assessment F1: Investigation <ul style="list-style-type: none"> • Play-based activity (indoor environments) • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
		Assessment B2: Project <ul style="list-style-type: none"> • Play-based activity (literacy) • Implementation of activity: up to 5 minutes • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 8 A4 pages, or equivalent digital media 	Assessment F2: Project <ul style="list-style-type: none"> • Play-based activity (Outdoor environment) • Implementation of activity: up to 5 minutes • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 8 A4 pages, or equivalent digital media

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) in a Year 10 Humanities subject and/or English.

Rationale

Ancient History provides opportunities for students to study people, societies, and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance, and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

- 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.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book, stationery.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Topic 1: Digging up the past - Australian focus. • Topic 2: Features of ancient societies (Egypt) – beliefs, rituals, and funerary practices. 	Personalities in their times <ul style="list-style-type: none"> • Topic 1: Hatshepsut • Topic 2: Alexander the Great 	Reconstructing the Ancient world <ul style="list-style-type: none"> • Topic 3: Assyria from Tiglath Pileser III to the fall of the Empire • Topic 2: Fifth Century Athens (BCE) 	People, power, and authority <ul style="list-style-type: none"> • Topic 1: Ancient Rome — Civil War and the breakdown of the Republic • Topic 2: Caesar [External Exam]

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — short responses to historical sources	25%	Formative internal assessment 3 (FIA3): Investigation — historical essay based on research	25%
Formative internal assessment 2 (FIA2): Independent source investigation	25%	Formative internal assessment 4 (FIA4): Examination — essay in response to historical sources	25%

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (SIA1): Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation — historical essay based on research	25%
Summative internal assessment 2 (SIA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short responses to historical sources	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A minimum of a **Sound Achievement (C)** in a Year 10 Humanities subject and/or English is recommended.

Rationale

The Business course equips students with the knowledge and skills needed to actively participate in society, the workforce, and the marketplace. It lays the foundation for students to become effective employees, employers, managers, leaders, and entrepreneurs.

Through this course, students explore the stages of the business life cycle, examine real-world business data, and develop an understanding of key concepts, theories, strategies, and processes related to leadership, management, and entrepreneurship. Students investigate strategic decision-making across core business functions including finance, human resources, marketing, and operations.

Using a variety of technological, communication, and analytical tools, students learn to comprehend, analyse & interpret business situations/information. They engage with current issues in both national and global business contexts, consider workforce trends, and explore the impact of emerging digital technologies.

Pathways

Studying Business can lead to further education and career opportunities in areas such as:

- Business management & development
- Entrepreneurship (Business ownership)
- Business law
- International business
- Human resources management
- Business analytics
- Economics
- Accounting and finance
- Marketing
- Business information systems

Objectives

By the end of this course, students will be able to:

- Describe business environments and situations
- Explain business concepts and strategies
- Analyse and interpret business situations
- Evaluate business strategies
- Create responses that communicate meaning to suit audience, context, and purpose

Delivery

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student Requirements

- A computer with internet and email access
- Telephone
- USB headset with microphone
- Exercise book
- Textbook (available through resource scheme)

Structure

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

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 Examination – combination response	25%	Formative internal assessment 3: Investigation – business report	25%
Formative internal assessment 2 Investigation – feasibility report	25%	Formative internal assessment 4: Examination – combination response	25%

Summative assessment

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%

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).

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Recommendation

A Sound Achievement (C) in a Year 10 Humanities subject and/or English.

Rationale

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places, and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social, and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse, and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book, stationery.

Structure

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

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination – combination response	25%	Formative internal assessment 3 (FA3): Investigation – field report	25%
Formative internal assessment 2 (FA2): Investigation – data report	25%	Formative internal assessment 4 (FA4): Examination – combination response	25%

Summative assessment

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

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).

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Recommendation

A Sound Achievement (C) in a Year 10 Humanities subject and/or English.

Rationale

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.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book and stationery.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> Topic 5 French Revolution 1789-1799 	Movements in the modern world <ul style="list-style-type: none"> Topic 1 Empowerment of First Nations Australians since 1938 	National experiences in the modern world <ul style="list-style-type: none"> Topic 6 United States of America 1917-1945 	International experiences in the modern world <ul style="list-style-type: none"> Topic 8 Cold War and its aftermath
<ul style="list-style-type: none"> Topic 9 Russian Revolution 1905-1920s 	<ul style="list-style-type: none"> Topic 9 African- American civil rights since 1954 	<ul style="list-style-type: none"> Topic: Germany since 1914 	<ul style="list-style-type: none"> Topic 1 Australian Engagement with Asia since 1945

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 Examination – short response to historical sources	25%	Formative internal assessment 3 Investigation – historical essay based on research	25%
Formative internal assessment 2 Independent source investigation	25%	Formative internal assessment 4 Examination – extended response to historical sources	25%

Summative assessment

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 <i>external assessment</i> (EA): Examination — short responses to historical sources	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

Nil

Rationale

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management, and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively, and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone and USB, headset with microphone, exercise book, stationery, scanner.

Topics

The Social and Community Studies course is designed around core life skills areas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Healthy Choices for Mind and Body Topic 1: Food and Nutrition Topic 2: Recreation and Leisure	Arts and Identity Topic 1: The Arts and the Community Topic 2: Identity	Legal and Digital Citizenship Topic 1: Law Matters Topic 2: Digital Technology and Wellbeing	Lifestyle and Financial Choices Topic 1: Contemporary Lifestyles Topic 2: Money Management

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 Topic 1: Investigation	25%	Formative internal assessment 3 Topic 1: Project	25%
Formative internal assessment 2 Topic 2: Project	25%	Formative internal assessment 4 Topic 2: Investigation	25%

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Topic 1: Extended Response	25%	Summative internal assessment 3 (IA3): Topic 1: Project	25%
Summative internal assessment 2 (IA2): Topic 2: Project	25%	Summative internal assessment (IA4): Topic 2: Extended response	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

Rationale

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

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

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

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

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

Pathways

A course of study in Tourism can establish a basis for further education and entry level employment in businesses and industries such as:

- Event and tourism management
- Hospitality and hotel management
- Business and marketing
- Travel agencies and tour operations

Objectives

The syllabus objectives outline what students have the opportunity to learn:

1. Explain tourism principles, concepts, and practices.
2. Examine tourism data and information.
3. Apply tourism knowledge.
4. Communicate responses.
5. Evaluate projects.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Structure

The Tourism course is designed around interrelated core units.

Units Options
<ul style="list-style-type: none">• Unit A: Tourism and Travel• Unit B: Tourism Marketing• Unit C: Tourism trends and patterns• Unit E Tourism Industry and careers

Assessment

For Tourism assessment from Units C and E is used to determine the student's exit result, and consists of the Instrument-specific standards Explain, Examine, Apply, and Communicate over two different assessment techniques, including:

- two projects
- two investigations

Project	Investigation
Combines multiple components (e.g. written, visual, spoken, or multimodal) to respond to a specific tourism scenario. Projects require students to analyse tourism concepts, solve a problem or explore an issue, and demonstrate understanding through various formats. It typically involves research, planning, and presentation stages.	Focuses on a research-based inquiry into a tourism issue, development, or trend. It requires students to collect and analyse data, interpret findings, and draw conclusions.

Disclaimer All of the above information is accurate at the time of publication.



Certificate III in Business (BSB30120)



Course Overview

The BSB30120 Certificate III in Business is a nationally recognised qualification delivered by Cairns School of Distance Education (Cairns SDE) in partnership with Prestige Service Training (RTO ID 31981). Designed for senior secondary students, the course provides foundational business knowledge and practical workplace skills across a broad range of industries. Successful completion offers a pathway into further training or employment, contributes 8 points to Queensland Certificate of Education (QCE) credits, and provides a scaled score that can be included in a trainee's ATAR score.

Enrolment Requirements

Upon enrolment with CSDE, students must enrol with Prestige Service Training (RTO ID 31981). Once students are enrolled with the RTO, access is provided to the course submission platform aXcelerate. As part of the enrolment, students complete a Language, Literacy, Numeracy, and Digital Literacy (LLND) assessment to determine suitability for the course. Cairns SDE recommends students have a minimum C grade in English and Mathematics. A pre-enrolment interview may be required to discuss student readiness, employability skills, and study expectations. Enrolments close the third week of the starting term (term 1 of 3). Late enrolments may be accepted under exceptional circumstances with approval from the VET Head of Department.

Course Fees and Certification

The total course fee is \$450, which includes one Certificate and Academic Transcript or Statement of Attainment. This course is offered at a significantly reduced cost and is not funded through VETiS. Additional copies of certificates can be purchased at the student's cost. In the event a student exits the course early, partial refunds may be considered under exceptional circumstances in consultation with Prestige Service Training.

Delivery and Duration

This course is delivered over 18 months. Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. It follows a multi-modal delivery model, combining online sessions, interactive online learning, individual and group project work, and independent study. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Asynchronous Delivery

Options exist for students to complete the course asynchronously. Course lessons are recorded and are available to students through Teams. If students opt to work individually, they are required to simulate teamwork tasks and submit recordings for observations.

Technology and Student Requirements

Students must have access to a computer with a reliable internet connection, virtual meeting equipment including microphone, camera and recording options, printer, scanner, telephone, and basic stationery. Students will also need access to the Microsoft Office Suit, Adobe tools, QLearn. Access is provided upon enrolment at Cairns School of Distance Education.

Course Structure

The qualification consists of 13 units, made up of six core units and seven pre-set elective units.

1 st year	Cluster	Units	Knowledge Questions	Projects	Observation
Term 1	Technology and Workplace Communication	- BSBTEC201 Use digital technologies to communicate in the workplace	Y	Y	N
		- BSBTEC301/302 Design and produce documents and spreadsheets	Y	Y	N
Term 2	Communication, Inclusion and Legislation	- BSBTWK301 Use inclusive work practices	Y	Y	Y x 2
		- BSBXCM301 Engage in workplace communication	Y	Y	Y
Term 3	Workplace Health, Safety and Wellbeing	- BSBWHS311 Assist with maintaining workplace safety	Y	Y	Y
		- BSBPEF201 Support personal wellbeing in the workplace	Y	Y	Y
Term 4	Critical Thinking and Sustainability	- BSBCRT311 Apply critical thinking skills in a team environment	Y	Y	Y x 2
		- BSBUS211 Participate in sustainable work practices	Y	Y	Y
2 nd year	Cluster	Units	Knowledge Questions	Projects	Observation
Term 1	Customer Service and managing complaints	- BSBOPS304 Deliver and monitor a service to customers	Y	Y	Y
		- BSBOPS305 Process customer complaints	Y	Y	Y
Term 2	Setting Goals and KPIs focussed on advising customers and	- BSBPEF301 Organise personal work priorities	Y	Y	Y
		-SIRXPDK001 Advise on products and services	Y	Y	Y

Assessment and Feedback

Assessment is competency-based. Students must demonstrate 100% accuracy in knowledge and performance criteria for all units. The assessment methods include knowledge questions, project tasks, and trainer observations. All assessment are submitted through the *aXcelerate online portal*. Students are allowed three attempts for each task and written feedback is provided for each submission task deemed not yet satisfactory.

Reporting

Progress is reported throughout the course. Students are marked as 'Working Towards Competency' until all assessment tasks are completed. Once competency is demonstrated in a unit, the result is updated to 'Competency Achieved'. Semester reports are issued to parents, carers, and base school supervisors.

NB: The course is \$450 (at time of publishing) If a student exits the course after enrolment there is a \$250 non-returnable fee plus \$35 per unit delivered.

Recommendation

A Sound Achievement (C) or above in Year 10 Chinese. If a student has Chinese language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

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

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes, and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas, and perspectives relevant to their life experiences.

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

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

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

Pathways

Chinese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology, and education.

Objectives

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

- comprehend Chinese to understand information, ideas, opinions, and experiences
- identify tone, purpose, context, and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of Chinese to construct meaning.
- Structure, sequence, and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Chinese.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, stationery, and English Chinese bilingual dictionary

Structure

Chinese is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Unit 1	Unit 2
<p>我的世界 My World</p> <ul style="list-style-type: none"> • Family/carers • Peers • Education 	<p>探索世界 Exploring our world</p> <ul style="list-style-type: none"> • Travel and exploration • Social customs • Chinese influences around the world
Unit 3	Unit 4
<p>我们的社会：文化和特性 – Our society; culture and identity</p> <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment, and sports • Groups in society 	<p>我的现在和未来 — My present; my future</p> <ul style="list-style-type: none"> • The present • Future choices

Assessment

Summative assessment

Unit 1		Unit 2	
Internal assessment 1 (IA1): Examination — short response	20%	Internal assessment 3 (IA3): Multimodal presentation and interview	30%
Internal assessment 2 (IA2): Examination — extended response	25%	Internal assessment 4 (IA4): Examination — combination response	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

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).

Disclaimer All of the above information is accurate at the time of publication based on General Senior Syllabus

Year 12 Chinese Extension (Year 12 only)

General senior subject

General

Recommendation

A High Achievement (B) or above in Year 11 Chinese. This course is studied either concurrently with, or after, Units 3 and 4 of the General courses in Chinese, or its equivalent. “Equivalent” refers to compatible interstate or overseas school Chinese syllabuses or qualifications. Student should already have well-developed communication skills in Chinese to enable them to undertake the language work required in this subject.

Rationale

Advanced study in an additional language, as offered in Chinese Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world.

Students use their background knowledge and skills in Chinese in order to investigate how meaning is communicated in Chinese texts. In doing so, they use and enhance the language acquired and developed in the General Chinese syllabus to engage more deeply with a range of text types by creating meaning in Chinese.

Use of Chinese as the main medium for communication enables students to engage with creative thought and expression in Chinese in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in Chinese, they reflect on their perspectives and attitudes. Chinese Extension places students at the centre of their own learning.

In Chinese Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of Chinese texts. Students further enhance their ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

Pathways

Chinese Extension is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese Extension can establish a basis for further education and employment, such as in the fields of linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts
- Make decisions about language elements, structures and textual conventions to create or determine meaning in texts.
- Interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences.
- Analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments.
- Create texts that communicate information and ideas in Chinese for context, purpose, audience, tone and cultural conventions.
- Structure, sequence and synthesis information to respond to texts personally, critically and/or creatively.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book and stationery.

Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below. <ul style="list-style-type: none"> • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce 	Independent investigation <ul style="list-style-type: none"> • The student independently identifies a new focus and/or topic of interest that may come from the list of areas of study identified in Unit 3 or be developed from these areas of study to reflect the student's own interests.

Assessment

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	20%	Summative internal assessment 3 (IA3): Project — investigative folio and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — extended response	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

French

General senior subject – 2026 Senior Syllabus

General

Recommendation

A Sound Achievement (C) or above in Year 10 French. If a student has French language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from French-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they re-organise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes, and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas, and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social, and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- 1. Comprehend French to understand information, ideas, opinions, and experiences.**
When students understand information, ideas, opinions, and experiences in French, they determine meaning and respond to texts.
- 2. Identify tone, purpose, context, and audience to infer meaning.**
When students identify tone, purpose, context, and audience, they demonstrate understanding of language and meaning within texts.
- 3. Analyse and evaluate information and ideas to draw conclusions.**
When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.

4. Apply knowledge of language elements of French to construct meaning.

When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of French to construct points of view and communicate with accuracy.

5. Structure, sequence, and synthesise information to justify opinions and perspectives.

When students structure, sequence, and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas, and perspectives in French.

6. Communicate using contextually appropriate French.

When students use strategies to communicate in French in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, French-English bilingual dictionary and stationery.

Structure

Unit 1	Unit 2
Ma vie My world <ul style="list-style-type: none">Family/carersPeersEducation	L'exploration du monde Exploring our world <ul style="list-style-type: none">Travel and explorationSocial customsFrench influences around the world
Unit 3	Unit 4
Notre société; Culture et Identité Our society; Culture and Identity <ul style="list-style-type: none">Lifestyles and leisureThe arts, entertainment and sportsGroups in society	Mon Present; mon future My Present; - my future <ul style="list-style-type: none">The presentFuture choices

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	20%	Formative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Formative internal assessment 2 (IA2): Examination — extended response	25%	Formative internal assessment (IA4): Examination — combination response	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination - short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) or above in Year 10 German. If a student has German language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from German-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes, and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas, and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as German is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social, and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- 1. Comprehend German to understand information, ideas, opinions, and experiences.**
When students understand information, ideas, opinions, and experiences in German, they determine meaning and respond to texts.
- 2. Identify tone, purpose, context, and audience to infer meaning.**
When students identify tone, purpose, context, and audience, they demonstrate understanding of language and meaning within texts.
- 3. Analyse and evaluate information and ideas to draw conclusions.**
When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.
- 4. Apply knowledge of language elements of German to construct meaning.**
When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of German to construct points of view and communicate with accuracy.
- 5. Structure, sequence, and synthesise information to justify opinions and perspectives.**
When students structure, sequence, and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas, and perspectives in German.

6. Communicate using contextually appropriate German.

When students use strategies to communicate in German in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, German-English bilingual dictionary and stationery.

Structure

Unit 1	Unit 2
Meine Welt - My world <ul style="list-style-type: none">Family/carersPeersEducation	Unsere Welt erkunden - Exploring our world <ul style="list-style-type: none">Travel and explorationSocial customsGerman influences around the world
Unit 3	Unit 4
Unsere Gesellschaft; Kultur und Identität – Our society; culture and identity <ul style="list-style-type: none">Lifestyles and leisureThe arts, entertainment, and sportsGroups in society	Meine Gegenwart; meine Zukunft – my present; my future <ul style="list-style-type: none">The presentFuture choices

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	20%	Formative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Formative internal assessment 2 (IA2): Examination — extended response	25%	Formative internal assessment (IA4): Examination — combination response	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination - short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination - extended response	25%	Summative external assessment (EA): Examination — combination response	25%

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).

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) or above in Year 10 Indonesian. If a student has Indonesian language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

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

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

Pathways

Indonesian is a General externally assessed subject suited to students who are interested in pathways that lead to tertiary studies, professions and further education and employment in many industries. For example, those which value the knowledge of an additional language and the vocational education or work. A course of study in Indonesian can establish a basis for intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology, and education.

Objectives

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

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

Delivery (mode, time requirements, lessons)

Year 11/12 Indonesian is a composite class. Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, Indonesian dictionary, and stationery.

Structure (Composite Year 11/12)

Semester 1 Unit 1 & Unit 3	Semester 2 Unit 2 & Unit 4
Duniaku - My world Masyarakat kita – Our society, culture, and identity <ul style="list-style-type: none"> • Family/carers, peers • Lifestyle, Youth culture • Benefits and challenges of education <ul style="list-style-type: none"> • Study for Unit 2 & Unit 4 begins in Semester 1 	Menjelajahi dunia kita - Exploring our world Masa kini dan masa depan – My present and my future <ul style="list-style-type: none"> • Customs and ceremonies • Volunteering • Travel options • Post school options • Indonesian influences around the world

Assessment Formative assessment

Unit 1 & Unit 3	
Formative internal assessment 1 Formative internal assessment 5 Examination — short response	20%
Formative internal assessment 2 Formative internal assessment 6 Examination — extended response	25%

Unit 2 & Unit 4	
Formative internal assessment 3: Assignment - Multimodal presentation and interview	30%
Formative internal assessment 4: Examination — combination response	25%
Formative internal assessment 7: Examination — combination response	Not for reporting

Summative assessment

QCAA Exams based on Units 3 & 4	
Summative external assessment 1 (SEE1): Assignment - Multimodal presentation and interview	35%
Summative external assessment 2 (SEE2): Examination — combination response	65%

Upon completion of Senior Indonesian studies, students will complete two summative external assessments, which are administered by QCAA. A pass grade for these assessments will contribute points towards a QCE and if results are high enough, these will contribute to the ATAR score.

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) or above in Year 10 Italian. If a student has Italian language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

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

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

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

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

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

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

Pathways

Italian is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Italian can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology, and education.

Objectives

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

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

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, Italian- English Bilingual dictionary and stationery.

Structure

Italian is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Unit 1	Unit 2
La mia vita My World <ul style="list-style-type: none">• Family/carers• Peers• Education	Esplorando il mondo Exploring our world <ul style="list-style-type: none">• Travel and exploration• Social customs• Italian influences around the world
Unit 3	Unit 4
La nostra società; cultura e identità – Our society; culture and identity <ul style="list-style-type: none">• Lifestyles and leisure• The arts, entertainment, and sports• Groups in society	Il mio presente; il mio futuro – My present; my future <ul style="list-style-type: none">• The present• Future choices

Assessment

Summative assessment

Unit 1		Unit 2	
Internal assessment 1 (IA1): Examination — short response	20%	Internal assessment 3 (IA3): Multimodal presentation and interview	30%
Internal assessment 2 (IA2): Examination — extended response	25%	Internal assessment 4 (IA4): Examination — combination response	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response in English and Italian	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

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).

Disclaimer All of the above information is accurate at the time of publication based on General Senior Syllabus Italian 2025 V1.0

Recommendation

A Sound Achievement (C) or above in Year 10 Japanese. If a student has Japanese language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they re-organise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes, and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas, and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social, and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- 1. Comprehend Japanese to understand information, ideas, opinions, and experiences.**
When students understand information, ideas, opinions, and experiences in Japanese, they determine meaning and respond to texts.
- 2. Identify tone, purpose, context, and audience to infer meaning.**
When students identify tone, purpose, context, and audience, they demonstrate understanding of language and meaning within texts.
- 3. Analyse and evaluate information and ideas to draw conclusions.**
When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.
- 4. Apply knowledge of language elements of Japanese to construct meaning.**
When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of Japanese to construct points of view and communicate with accuracy.
- 5. Structure, sequence, and synthesise information to justify opinions and perspectives.**
When students structure, sequence, and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas, and perspectives in Japanese.

6. Communicate using contextually appropriate Japanese.

When students use strategies to communicate in Japanese in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book and stationery.

Structure

Unit 1	Unit 2
私の暮らし My world <ul style="list-style-type: none">Family/carersPeersEducation	私達の世界をたんけんする Exploring our world <ul style="list-style-type: none">Travel and explorationSocial customsJapanese influences around the world
Unit 3	Unit 4
私達の社会、文化とアイデンティティ Our society, culture, and identity <ul style="list-style-type: none">Lifestyle and leisureThe arts, entertainment, and sportGroups in society	私の現在と将来 Exploring our world <ul style="list-style-type: none">The presentFuture choicesJapanese influences around the world

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	20%	Formative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Formative internal assessment 2 (IA2): Examination — extended response	25%	Formative internal assessment (IA4): Examination — combination response	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

A Sound Achievement (C) or above in Year 10 German. If a student has Spanish language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

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

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Spanish-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes, and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas, and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Spanish is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social, and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- 1. Comprehend Spanish to understand information, ideas, opinions, and experiences.**
When students understand information, ideas, opinions, and experiences in Spanish, they determine meaning and respond to texts.
- 1. Identify tone, purpose, context, and audience to infer meaning.**
When students identify tone, purpose, context, and audience, they demonstrate understanding of language and meaning within texts.
- 2. Analyse and evaluate information and ideas to draw conclusions.**
When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.
- 3. Apply knowledge of language elements of Spanish to construct meaning.**
When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of Spanish to construct points of view and communicate with accuracy.

4. **Structure, sequence, and synthesise information to justify opinions and perspectives.**
When students structure, sequence, and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas, and perspectives in Spanish.
5. **Communicate using contextually appropriate Spanish.**
When students use strategies to communicate in Spanish in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, Spanish-English bilingual dictionary and stationery.

Structure

Unit 1	Unit 2
Mi mundo - My world <ul style="list-style-type: none"> Family/carers Peers Education 	La exploración de nuestro mundo - Exploring our world <ul style="list-style-type: none"> Travel and exploration Social customs Spanish influences around the world
Unit 3	Unit 4
Nuestra sociedad; cultura e identidad — Our society; culture and identity <ul style="list-style-type: none"> Lifestyles and leisure The arts, entertainment, and sports Groups in society 	Mi presente; mi futuro — My present; my future <ul style="list-style-type: none"> The present Future choices

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	20%	Formative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Formative internal assessment 2 (IA2): Examination — extended response	25%	Formative internal assessment (IA4): Examination — combination response	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

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). In Units 3 and 4, students complete four summative assessments.

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

It is recommended that students have studied Digital Technologies before attempting this subject.

Rationale

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

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

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

Pathways

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

Objectives

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

- recognise and describe elements, components, principles, and processes
- symbolise and explain information, ideas, and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components, and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, access to email, scanner and internet, telephone and USB headset with microphone, exercise book, stationery.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Topic 1: Understanding digital problems • Topic 2: User experiences and interfaces • Topic 3: Algorithms and programming techniques • Topic 4: Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Topic 1: Data-driven problems and solution requirements • Topic 2: Data and programming techniques • Topic 3: Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Topic 1: Interactions between users, data, and digital systems • Topic 2: Real-world problems and solution requirements • Topic 3: Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Topic 1: Digital methods for exchanging data • Topic 2: Complex digital data exchange problems and solution requirements • Topic 3: Prototype digital data exchanges

Assessment

Formative assessment

Unit 1		Unit 2	
Investigation	20%	Project - Folio	25%
Project	30%	Examination	25%

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Project — digital solution	30%	Summative external assessment (EA): Examination	25%

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).

Disclaimer All of the above information is accurate at the time of publication.

Recommendation

This course may be undertaken by students with basic computer skills.

Rationale

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

Pathways

Studying the Information and Communication Technology can lead to a range of potential pathways. These include studying Computer Science, Software Engineering and Information Technology degrees at a university or related VET courses at TAFE; finding employment in software development, web development, database management, network administration and cybersecurity; starting a business or work as freelancers in fields such as web development, app development or digital marketing.

Objectives

Students have the opportunity to:

- identify and reproduce fundamental industry skills in ICT tasks related to enterprises, ethical use, security, product quality and software tools.
- use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features.
- choose knowledge and skills in ICT tasks relate to enterprises, ethical use, security, product quality and hardware and software tools.
- decide on the combination and order of processes to develop ICT products.
- examine selected processes to determine their merit, value, or significance in relation to product specifications. They appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards.
- modify and improve processes and products based on identified strengths, implications, and limitations, including amendments to product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task.

Delivery (mode, time requirements, lessons)

Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Student requirements

Computer, Keyboard, Mouse, Internet, Headset (or Headphone and Microphone)

Structure

Information & Communication Technology is a four-unit course of study:

Unit 1	Unit 2	Unit 3	Unit 4
Web development	App development	Digital imaging and modelling	Audio and video production

Assessment

The syllabus contains assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity, and validity in assessment.

Product proposal	Project
Multimodal Response Requirements: <i>Product</i> in response to the client brief and technical information; <i>Video presentation</i> up to 3 minutes under 30MB.	Multimodal Response Requirements: <i>Product</i> in response to the client brief and technical information; <i>Video presentation</i> up to 5 minutes under 50MB.

Disclaimer All of the above information is accurate at the time of publication.

Dance

General senior subject

General

Recommendation

It is recommended that students have previous dance experience, and essential that prospective students consult with Dance staff before applying, to discuss their experience. A Sound Achievement (C) in Year 10 English, with planned dedication to both practical and theoretical elements of academic dance study is recommended.

Rationale

Dance provides students with opportunities to critically examine and reflect on their world as both artist and audience. Students will develop ways of knowing about self, others, and the world, through a range of interrelated concepts, higher order thinking, and movement skills in dance as an art form.

Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints as creative, critical thinkers. Students explore dance through the lens of making; choreography and performance, and responding, integrating new technologies in all facets of the subject. As students create and communicate meaning through dance and dance investigations, they develop kinesthetic awareness, in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. Studying Dance increases the quality of personal and physical wellbeing.

Diverse dance genres and styles are studied, embracing a variety of cultural, societal, and historical viewpoints as a means of social inclusion. Historical, current, and emerging dance practices, works, and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Australia's multicultural identity, cultural inheritance and contemporary arts practice is enhanced through this recognition and the shared inspirations of the broader Asia-Pacific community. Students will learn about dance as it is now, explore its origins across time and cultures, preparing students to engage in a multi-modal, artistic world.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance as a dancer, choreographer, dance teacher, artistic director, and to broader industries requiring creativity skills including arts administration, communication and media, education, fashion, research, science, and technology. Dance skills are also transferable and complementary to other arts subjects and industries.

Objectives

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

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

Delivery (mode, time requirements, lessons)

Dance contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Regular communication with teachers, visual, verbal and written, is expected. Course materials can be accessed online within Australia. Overseas access online must be arranged by parents/carers through Cairns SDE's Education Queensland State Schooling application procedures.

Students must adhere to teacher directed warming up and cooling down activities. They will adapt performance activities to take into account strength, flexibility, coordination, and any injury. Students must also utilise safe dance practices when attempting dangerous moves, lifts or using props.

Student requirements

Computer, reliable access to internet, headset with microphone, scanner (and if needed, a printer), USB/ external hard drive, exercise book. Music equipment- personal music device and speaker. Video recording device for recording performance assessment tasks. Suitable dance wear and dance space. The recommended minimum requirement for this course is to dance in a space that is indoors, well ventilated, has sufficient height clearance from overhead fans, uncluttered by tables, chairs and is at least six square metres. First lessons, and the Cairns SDE website's 'Getting Started,' and 'IT Support' pages assist with the clarification of requirements.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Contemporary at least one other genre Subject matter: <ul style="list-style-type: none"> meaning, purpose, and context historical and cultural origins of focus genres <p>*Requires group work</p>	Moving through environments <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Contemporary at least one other genre Subject matter: <ul style="list-style-type: none"> physical dance environments including site-specific dance virtual dance environments 	Moving statements <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Contemporary at least one other genre Subject matter: <ul style="list-style-type: none"> social, political, and cultural influences on dance <p>*Requires group work</p>	Moving my way <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> fusion of movement styles Subject matter: <ul style="list-style-type: none"> developing a personal movement style personal viewpoints and influences on genre

Assessment

Formative assessment

Unit 1		Unit 2	
Formative assessment 2: Performance	20%	Formative assessment: Project- dance work	35%
Formative assessment 2: Choreography	20%		
Formative assessment: 25% Examination- extended response			

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — dance work	35%
Summative internal assessment 2 (IA2): Choreography	20%		
Summative external assessment (EA): 25% Examination — extended response			

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).

Disclaimer All of the above information is accurate at the time of publication

Recommendation

It is recommended that students have studied Art in Years 7 to 10, earning a High Achievement (B) in Year 10 Art, or have other art experience. A Sound Achievement (C) in Year 10 English, with planned dedication to both practical and theoretical elements of academic art study is recommended.

Rationale

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions, and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies, and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology. Visual arts skills are also transferable and complementary to other arts subjects and industries.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate 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

Delivery (mode, time requirements, lessons)

Visual Arts contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Regular communication with teachers, visual, verbal and written, is expected. Course materials can be accessed online within Australia. Overseas access online must be arranged by parents/carers through Cairns SDE's Education Queensland State Schooling application procedures.

Student requirements

Computer, reliable access to internet, headset with microphone, scanner (and if needed, a printer), USB/external hard drive, art-related software accessible after enrolment, exercise book. All art materials are to be purchased by the student. Art Kits can be purchased from Cairns SDE. First lessons, and the Cairns SDE website's 'Getting Started,' and 'IT Support' pages assist with the clarification of Requirements.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as code <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs, and art conventions • Media: 2D, 3D, and time-based 	Art as knowledge <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural, and/or formal • Focus: student-directed • Media: student-directed 	Art as alternate <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural, and/or formal • Focus: continued exploration of Unit 3's student-directed focus • Media: student-directed

Assessment

Formative assessment

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1) Investigation	20%	Formative Internal Assessment 1 (FIA3) Project - Folio	30%
Formative Internal Assessment 1 (FIA2) Project	25%		
Formative internal assessment: 25% Examination			

Summative assessment

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

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).

Disclaimer All of the above information is accurate at the time of publication

Visual Arts in Practice

Applied senior subject

Applied

Recommendations

It is recommended that students have an interest in and some previous experience in art. Students may have studied Art in Years 7 to 10, but it is not essential.

Rationale

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g., problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies, and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies, and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

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. Visual arts skills are also transferable and complementary to media and performing arts industries.

Objectives

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

- use art-making modes, media, technologies, and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests
- analyse key features of purpose and context to plan artworks. They make decisions, explore solutions, and choose strategies to achieve goals
- use visual language to create artworks for specific purposes and in specific contexts. They interpret how existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) artworks may communicate representations
- make judgments about their own and others' visual arts ideas and artworks, reflecting on strength arts terminology and language conventions when producing written, spoken, or signed evaluations.

Delivery (mode, time requirements, lessons)

Visual Arts in Practice contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Regular communication with teachers, visual, verbal and written, is expected. Course materials can be accessed online within Australia. Overseas access online must be arranged by parents/carers through Cairns SDE's Education Queensland State Schooling application procedures.

Student requirements

Computer, reliable access to internet, headset with microphone, scanner (and if needed, a printer), USB/ external hard drive, art-related software accessible after enrolment, exercise book. All art materials are to be purchased by the student. Art Kits can be purchased from Cairns SDE. First lessons, and the Cairns SDE website's 'Getting Started' and 'IT Support' pages, assist with the clarification of Requirements.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit Option A: Looking Inwards (self)	Unit Option B: Looking Outwards (others)	Unit Option D: Transform & Extend	Unit Option C: Clients

Assessment

Formative assessment

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Experimental portfolio	Formative internal assessment 3 (FIA3): Prototype artwork
Formative internal assessment 2 (FIA2): Resolved artwork	Formative internal assessment 4 (FIA4): Resolved artwork

Summative assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Experimental portfolio	Summative internal assessment 3 (IA3): Design proposal
Summative internal assessment 2 (IA2): Resolved artwork	Summative internal assessment 4 (IA4): Resolved artwork

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented to ensure comparability, equity, and validity in assessment.

In Units 1 and 2, schools devise assessments to suit their local context. In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

Students will also receive an overall subject result (A–E).

More information about assessment in senior syllabuses is available in ‘The assessment system’ section of the QCE and QCIA policy and procedures handbook.

Disclaimer All of the above information is accurate at the time of publication.

Media Arts in Practice

Applied senior subject

Applied

Recommendations

It is recommended that students have an interest in and some previous experience in media arts. Students may have studied Media Arts in Years 7 to 10, but it is not essential.

Rationale

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

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

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

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a range of fields including design, photography, gaming, illustrating, film, visual merchandising, television, advertising, photography, sound, social media, marketing and animation, business. Media arts skills are also transferable and complementary to visual and performing arts subjects and industries.

Objectives

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

- use media language, modes, technologies, and techniques to make media artworks. skills to create artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests
- analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions, and choose strategies to achieve goals
- create media artworks that suit purpose and context. They design products in pre-production, and media artworks in production formats, using media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, and observations)
- make judgments about their own and others' media arts ideas and artworks, in relation to strengths, limitations, and implications. Students select and use media arts terminology and language conventions and features when producing written, spoken, or signed evaluations.

Delivery (mode, time requirements, lessons)

Media Arts in Practice contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students have access to three one-hour scheduled class lessons with a teacher each week, conducted through Microsoft Teams. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. All lesson recordings and course materials are available via the QLearn ecosystem where they are accessed on Canvas.

Regular communication with teachers, visual, verbal and written, is expected. Course materials can be accessed online within Australia. Overseas access online must be arranged by parents/carers through Cairns SDE's Education Queensland State Schooling application procedures.

Student requirements

Computer, reliable access to internet, headset with microphone, scanner (and if needed, a printer), USB/ external hard drive, media arts-related software accessible after enrolment, exercise book. A camera that can capture video and high quality still images is required e.g., phone camera, tablet camera, laptop camera, DSLR, mirrorless or camcorder. Additional equipment such as tripod, lighting, and microphone is often owned by students or desirable, but it is not necessary for course completion. It is advised students' Windows or Mac OS computer have system requirements to handle the most current version of the Adobe Creative Suite. First lessons, and the Cairns SDE website's 'Getting Started,' and 'IT Support' pages assist with the clarification of Requirements.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Community Topic: Documentary	Persuasion Topic: Social Media Content	Personal viewpoints Topic: Photography	Representations Topic: Online Creative Portfolio

Assessment

Formative assessment

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Project- Community	Formative internal assessment 3 (FIA3): Project- Persuasion
Formative internal assessment 2 (FIA2): Media Artwork	Formative internal assessment 4 (FIA4): Media Artwork

Summative assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Personal viewpoints	Summative internal assessment 3 (IA3): Project- Representations
Summative internal assessment 2 (IA2): Media Artwork	Summative internal assessment 4 (IA4): Media Artwork

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented to ensure comparability, equity, and validity in assessment.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

Students will also receive an overall subject result (A–E).

More information about assessment in senior syllabuses is available in 'The assessment system' section of the QCE and QCIA policy and procedures handbook.

Disclaimer All of the above information is accurate at the time of publication.

Music- Instrumental Programme

Recognised senior study

Recognised

Recommendations

It is recommended that students have an interest in music. Students may have studied Music in Years 7 to 10, but it is not essential.

Rationale

Instrumental Music provides students with opportunities to become musicians by experiencing the expressive qualities of music through learning to play a band or orchestral instrument and participating in concert bands and orchestras as performance ensembles. The programme extends students' musical experience through the development of music literacy, technique, and performance.

Music literacy is integral to students becoming musicians as they learn to decode, interpret, and understand what is meant by all that is written on the music, and to demonstrate that understanding through what they play on their instrument. Literacy includes instrument knowledge, symbols and terms, rhythm and melody, and sight reading. The skills and technique involved in playing an instrument are wide-ranging and complex and are refined over a long period of time. Technique develops specific skills of how to best play the instrument. It includes posture, tuning and intonation, tone, articulation, pitch repertoire. Good technique is essential for musicians. Performance synthesises literacy and technique. It includes solo and ensemble performances. Students take the individual skills and techniques learned beyond what is on the page in lessons and practice. They stylistically apply artistry and creativity to produce a holistic and musical performance in front of an audience, demonstrating musical performer protocols and individual flair.

Engagement in the programme improves the quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness, and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.

Pathways

A course of study in Instrumental Music can establish a basis for further education and employment in a range of fields of arts practice, as a performing musician as soloist, ensemble member, session musician, or in broader creative industries and cultural institutions, film and television, music production, teaching, sound engineering, technology, arts administration. Music skills are also transferable and complementary to other performing arts subjects and industries.

Objectives

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

- complete music literacy, technique, and performance elements of the curriculum programme
- develop their musical skills, style, confidence as a musician, music appreciation
- engage in General Capabilities that complement their musicianship such as critical and creative thinking, personal and social skills, digital literacy, communication, collaborative team work to become confident and capable musicians

Delivery (mode, time requirements, lessons)

Instrumental Music as QCAA Recognised study contains Education Queensland curriculum requirements from which schools develop their course of study. To obtain one QCE point for Instrumental Music, there is notional time of 55 hours of teaching and learning, including practical and theoretical assessment, which students complete over 37 weeks. Students fulfil weekly contact time of one hour ensemble rehearsal, one 30-35 min. group lesson, regular home practice, and assessments. Students have access to their ensemble and a lesson session with a teacher each week, delivered via the online learning management system. Students are also expected to undertake weekly practice to complete tasks and assessment in accordance with the Work Rate Calendar. Regular communication with teachers, visual, verbal and written, is expected. Course resources can be accessed online within Australia. Overseas access online must be arranged by parents/carers through Cairns SDE's Education Queensland State Schooling application procedures.

Student requirements

Computer, reliable access to internet, headset with microphone, scanner (and if needed, a printer), USB/ external hard drive, exercise book, display folder. Music equipment- personal music device and speaker. Audio and video recording device for recording performance assessment tasks. First lessons, and the Cairns SDE website's 'Getting Started,' and 'IT Support' pages assist with the clarification of Requirements.

At Cairns SDE, woodwind and brass instruments are the instruments offered in the programme. Information about other instruments is available via The Arts enquiries. Enrolment is first via subject selection, and administrative forms and finance process completion particular to the programme. The Arts Curriculum staff will require information about beginner status, or about any previous and/or current music training and industry involvement. A student-specific combination of any parent/carers' information, documentation, video or video links, and/or a scheduled MS Teams meeting will be needed, to establish current student level, goals, and lesson grouping.

Students may already own or have access to an instrument. For other students trialling a new instrument, there is an option to hire one for the first year or so, prior to family investment in a purchased instrument. Cairns SDE has these instruments available for hire to Instrumental Music programme students: flute, clarinet, bass clarinet, alto saxophone, tenor saxophone, trumpet, and trombone. An EQ 11 form will be available during enrolment should instrument hire be required. Instruments are returned after the final performance of the calendar year, for regular servicing arranged by Cairns SDE.

Structure

Term 1	Term 2	Term 3	Term 4
Music Literacy, Technique, Performance Progression	Music Literacy, Technique, Performance Progression	Music Literacy, Technique, Performance Progression	Music Literacy, Technique, Performance Progression

Assessment

Formative assessment

Regular Music Literacy, Technique, Performance practice and discussion demonstrates progress.

Summative assessment

Term 1	Term 2
Time commitment met: ensemble, lessons. Music Literacy, Technique, Performance objectives assessed according to instrument and level of study.	Time commitment met: ensemble, lessons. Music Literacy, Technique, Performance objectives assessed according to instrument and level of study.
Term 3	Term 4
Time commitment met: ensemble, lessons. Music Literacy, Technique, Performance objectives assessed according to instrument and level of study.	Time commitment met: ensemble, lessons. Music Literacy, Technique, Performance objectives assessed according to instrument and level of study.

Recognised study- Instrumental Music Curriculum contains assessment specifications and conditions for the assessment instruments that must be implemented to ensure comparability, equity, and validity in assessment. Schools develop assessments accordingly to meet QCAA auditing requirements. Students will also receive an overall subject result (A–E).

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