



**Cairns School of  
Distance Education**  
Global Learning

**SENIOR PATHWAYS GUIDE  
for 2027/2028 – 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 2027. It is designed to inform and support meaningful career pathway decisions about 2027-2028 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 2026: Term 2, Week 10 for students not continuing at CSDE in 2027 and Term 3 Weeks 1-3 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 Senior 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, 2026

TASKS	ACTION	COMPLETED BY
1	Work Experience documents emailed to students and parents	1 May 2026
2	Set up Career Planning folder on your device VET information talk @ CSDE Access <a href="#">QTAC Guide 2026</a>	12 May 2026
3	Complete <a href="#">myfuture</a> survey/Career Profile. Save report/s in your Career Planning folder	12 May 2026
4	Work Experience Documents Due – <a href="mailto:vet@cairnssde.eq.edu.au">vet@cairnssde.eq.edu.au</a>	29 May 2026
5	Read the Senior Pathways guide and supporting documents – to be emailed to all Year 10 students on 1/6/2026	1 June 2026
6	Connect session with Learning Area / VET Head's of Department for Q&A regarding senior subjects	2 June 2026
7	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	9 June 2026 9 June 2026 11 June 2026
8	Commence SET Plan in OneSchool – My Education Plan	16 June 2026
9	<a href="#">QTAC Guide 2027</a> is released	Mid June
10	Engage in Work Experience / Careers Expo – Term 2 Week 10	22-26 June 2026
11	TAFE presentation during Careers Expo	23 June 2026

12	Connect teachers will check completion of SET Plan in OS	<b>14 July 2026</b>
13	View the QTAC presentation in QLearn>Connect lesson (2027 available in June)	<b>14 July 2026</b>
14	<p><b>Book an online Senior Pathways interview with Connect Teacher:</b></p> <p><b>Enter subject selections in OneSchool – Year 11 2027 only</b></p> <ul style="list-style-type: none"> <li>- entered in OneSchool (whilst changes can be made up until Term 1 – Week 4</li> <li>- 2027 - forms submitted after this date cannot be guaranteed their first choice of subjects)</li> <li>- complete any remaining documentation identified in the interview</li> </ul>	<p><b>Open 16 June 2026</b></p> <p><b>Close 31 July 2026</b></p>
<p>Senior Pathway Interviews conclude on 31 July 2026 – Subject selection will be locked in OneSchool to allow for timetabling to commence</p>		

## 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](http://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](http://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](http://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](http://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](http://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](http://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 2026 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://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>

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 4**.

**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 pursue 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 2027:

## Term 2 2026

<b>Week 8 &amp; 9:</b>	Year 10 parent/carer attend Senior Subject Selection/QCE Parent Information Session via Teams
<b>Week 9:</b>	All Year 10 students attend a Senior Pathways Student Information Session via Assembly>MS TEAMS Book an interview, with your Connect Teacher, at a time that both parent and student can attend. Subjects for Year 11 will be entered into your OS SET Planning profile prior to or during the interview.
<b>Week 10</b>	Students not continuing with CSDE in 2027 complete Set Plan Interview

## Term 3 2026

<b>Week 1</b>	If you are continuing onto Year 11 and 12 – complete your Subject Selection prior to or during your SET Plan interview by the final date of <b>Friday 31 July 2026</b>
<b>Week 1-4</b>	Parent/Carer and student schedule and attend the Senior Pathway interview with their Connect teacher or a member of the Cairns SDE Student Support 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 4 2027** 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				
<b>General</b>				
Subject	Year	Units	Overall	Score
English	2025	1 2 3 4	B	67/100
Mathematics Methods	2025	1 2 3 4	A	84/100
Science History	2025	1 2 3 4	C	60/100
Biology	2025	1 2 3 4	B	72/100
Accounting	2025	1 2 3 4	C	68/100
<b>Applied</b>				
Subject	Year	Units	Overall	
Arts in Practice	2025	1 2 3 4	B	
Training Academy				
Qualification	Year	Status		
Certificate III in Business	2025	Completed		

# Subject List – 2027

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
<b>Vocational Education and Training (VET) Courses:</b>		
BSB30120	Certificate II Work Place Practices – 12 months 4 QCE credits Can extend to dual qualification to include Certificate III in Business – Business Administration 12 months 4 QCE credits	
*VET course fees are payable, and non-refundable *QCE credit limits apply for multiple VET courses		
<b>Preparatory Courses</b>		
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 2026.

**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)

# 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 an ATAR.

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

## QCE

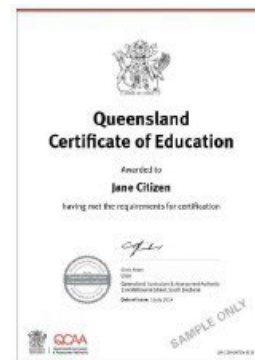
The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success. To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements

## 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:

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



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
<b>● Core:</b> 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
<b>● Preparatory:</b> A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by the QCAA
<b>● Complementary:</b> A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	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			QCE credits	Contribute to completed Core?
	Units 1–2: Satisfactory (S) / Unsatisfactory (U)		Units 3–4: A to E grades		
	Unit 1	Unit 2	Units 3 and 4		
English	S	S	B	4	Yes
Geography	U	S	C	3	Yes
Drama	NR	U	C	2	No – NR for any unit of work means that no other units of work for this subject can contribute to completed core (12 of 20 QCE credits), only overall QCE credits.
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 Australian Tertiary Admission Rank (ATAR) is the standard measure of a student's overall academic achievement in relation to that of other students. It is intended to help tertiary institutions select applicants into their courses.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year. An ATAR is expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. The highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. An ATAR below 30.00 is reported 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 eligibility:

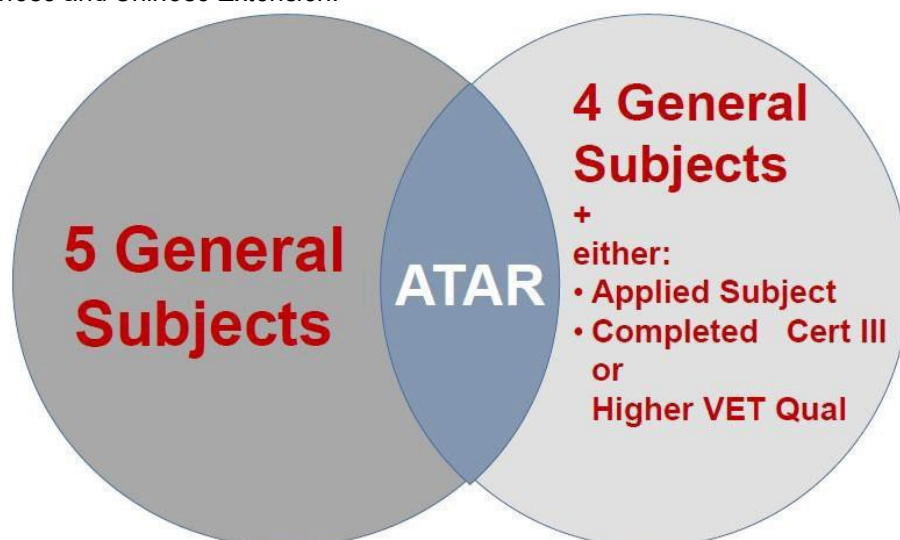
To be eligible for a Queensland ATAR, you must:

- Satisfactorily complete (i.e. achieve a minimum grade of C or higher) an English subject (Unit 3, Unit 4); English, English as an Additional Language, English and Literature Extension, Literature, or Essential English
- Complete five General subjects (at Units 3 and 4) or complete four General subjects (at Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a completed VET qualification at AQF Certificate III level or higher
- Accumulate your results within a five-year period.

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*.



## How is the ATAR calculated?

Your ATAR will be calculated in three steps

1. The Queensland Curriculum and Assessment Authority (QCAA) provides your Unit 3 and 4 subject results in General and Applied subjects and completed VET qualifications to QTAC.
2. QTAC scales these subject results and VET qualifications. This produces scaled results.
3. ATARs are then allocated to students based on the total (aggregate) of their best five scaled results.

Note: Only completed VET qualifications listed in your QCAA student learning account will be sent to QTAC. To check your account, visit [myqce.qcaa.qld.edu.au](http://myqce.qcaa.qld.edu.au). For more information on calculating the ATAR, visit [qtac.edu.au/atar](http://qtac.edu.au/atar)

## 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 (2027-2028) 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\\_subject\\_selection\\_videos-secondary](https://cairnssde.eq.edu.au/curriculum/senior_subject_selection_videos-secondary)

### 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to three scheduled lessons each week. Lessons and course materials are delivered via our QLearn learning management system.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Perspectives and texts</b></p> <p>Topic 1: Perspectives in popular media</p> <p>Topic 2: Perspectives in literary texts</p> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<p><b>Texts and culture</b></p> <p>Topic 1: Identity and human experience</p> <p>Topic 2: <i>Frankenstein</i></p> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<p><b>Textual connections</b></p> <p>Topic 1: Conversations about issues in texts</p> <p>Topic 2: Conversations about concepts in texts</p> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<p><b>Close study of literary texts</b></p> <p>Topic 1: Creative responses to literary texts</p> <p>Topic 2: Critical responses to literary texts</p> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## 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): • Extended response — spoken persuasive	50%	Formative internal assessment 3 (FIA3): • Examination — written imaginative	50%
Formative internal assessment 2 (FIA2): • Extended response — written analytical	50%	Formative internal assessment (FIA4): • 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	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 high achievement (B) 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

Literature 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to three one hour scheduled lessons each week with a teacher. Lessons and course materials are delivered via our online learning management system.

## Structure

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

## Assessment

In Unit 1 and 2 students complete *four* summative assessments (FIA1-4). Students are required to submit two assessments to be rated Satisfactory (S) or Unsatisfactory (US) 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): <ul style="list-style-type: none"> <li>Extended response — spoken/multimodal imaginative</li> </ul>	50%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> <li>Extended response — written imaginative</li> </ul>	50%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> <li>Examination — written analytical</li> </ul>	50%	Formative internal assessment (FIA4): <ul style="list-style-type: none"> <li>Examination — written analytical</li> </ul>	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): <ul style="list-style-type: none"> <li>Examination — written analytical</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response —written imaginative</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — spoken/multimodal imaginative</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination —written analytical</li> </ul>	25%

**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

Essential English is an Applied 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to three, one hour scheduled lessons with a teacher each week. Lessons and course materials are delivered via our online learning management system.

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

## Structure

### 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	
<b>Formative internal assessment 1 (FIA1):</b> <ul style="list-style-type: none"> <li>Extended response – spoken persuasive</li> </ul>	50%	<b>Formative internal assessment 3 (FIA3):</b> <ul style="list-style-type: none"> <li>Extended response - spoken multimodal</li> </ul>	50%
<b>Formative internal assessment 2 (FIA2):</b> <ul style="list-style-type: none"> <li>Examination – written short response to stimulus</li> </ul>	50%	<b>Formative internal assessment (FIA4):</b> <ul style="list-style-type: none"> <li>Extended response – written imaginative</li> </ul>	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
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Extended response – spoken response</li> </ul>	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Extended response - spoken multimodal</li> </ul>
<b>Common internal assessment 2 (CIA):</b> <ul style="list-style-type: none"> <li>Examination – written common internal assessment (CIA)</li> </ul>	<b>Summative internal assessment (IA4):</b> <ul style="list-style-type: none"> <li>Extended response - written reflective</li> </ul>

**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 are enrolled for one semester. Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to three scheduled lessons each week. Lessons and course materials are delivered via our online learning management system.

## Structure

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

## Assessment

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

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

**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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. Successful students complete the lesson activities lessons live or later at a suitable time. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system (QLearn).

### Student requirements

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

## 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

# Mathematical Methods

## General senior subject

General

### 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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. Successful students complete the lesson activities lessons live or later at a suitable time. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system.

### Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> Surds and quadratic functions Binomial expansion and cubic functions Functions and relations Trigonometric functions Probability	<b>Calculus and further functions</b> Exponential functions Logarithms and logarithmic functions Introduction to differential calculus Applications of differential calculus Further differentiation	<b>Further calculus and introduction to statistics</b> Differentiation of exponential and logarithmic functions Differentiation of trigonometric functions and differentiation rules Further applications of differentiation Introduction to integration Discrete random variables	<b>Further calculus, trigonometry and statistics</b> 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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. Successful students complete the lesson activities lessons live or later at a suitable time. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system (QLearn).

### Student requirements

- Computer, access to email, scanner and internet, 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
<b>Combinatorics, proof, vectors and matrices</b> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations	<b>Further complex numbers, proof, vectors and matrices</b> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices	<b>Further calculus and statistical inference</b> 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.

# Essential Mathematics

## Applied senior subject

Applied

### 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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. Successful students complete the lesson activities live or later at a suitable time. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system.

### Student requirements

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

## Structure

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

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

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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system (QLearn).

### Student requirements

Computer, access to email, internet, scanner, 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"> <li>• A project — oral mathematical presentation (Internal assessment 1).</li> </ul>	<p>One assessment consisting of:</p> <ul style="list-style-type: none"> <li>• an examination — short response (Internal assessment 2)</li> </ul>

**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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled lessons and a one-hour tutorial each week conducted through Microsoft Teams. Lessons are delivered via the Learning Management System (QLearn).

### Student requirements

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

## Structure

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

## 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 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), to 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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system (QLearn).

### Student requirements

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

## Structure

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

## 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).

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

### 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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system.

### Student requirements

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

## Structure

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

## 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.

### Recommendation

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

### Rationale

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

### Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of mental health, counselling, social work, education, human resources, marketing, health sciences, behavioural research, community services, and organisational development.

### Objectives

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

- describe ideas and findings using scientific representations and language in appropriate genres
- 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)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system (QLearn).

### Student requirements

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

## Structure

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

## 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 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 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.

1. Describe ideas and phenomena
2. Execute procedures
3. Analyse information
4. Interpret information
5. Evaluate conclusions and outcomes
6. Plan investigations and projects

## Delivery (mode, time requirements, lessons)

Each week, students participate in three one-hour live lessons conducted through Microsoft Teams. In addition to these sessions, they are expected to engage in independent study to complete tasks and assessments aligned with the Work Rate Calendar. All course materials are available via the learning management system (QLearn).

## Student requirements

Computer, access to email and internet, headset with microphone, exercise book, and 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
<b>Consumer Science</b> <ul style="list-style-type: none"> <li>• Topic 1: Microorganisms in Food Production</li> <li>• Topic 2: Consumer Protection</li> </ul>	<b>Sustainability</b> <ul style="list-style-type: none"> <li>• Topic 1: Eco-friendly outdoor events</li> <li>• Topic 2: Sustainable Housing</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>• Topic 1: Water Quality and Land Use</li> <li>• Topic 2: Life on land</li> </ul>	<b>Transport</b> <ul style="list-style-type: none"> <li>• Topic 1: Networks Smart Cities</li> <li>• Topic 2: Collisions</li> </ul>

## 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 scheduled lessons each week. Lessons are delivered via the online learning management system. Students are also expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

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

## 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 4 (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 contributes 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 or coach/train someone that can. 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 small change at first, such as testing ideas in an activity and coming up with 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled sessions each week. Live sessions are delivered via the online learning management system.

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

## 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

A Sound Achievement (C) in Year 10 English.

### 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students will have access to scheduled sessions each week with time given for independent tasks within these sessions. Live sessions are delivered via the online learning management system.

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

**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

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

1. Devise historical questions and conduct research
2. Comprehend terms, concepts and issues
3. Analyse evidence from historical sources
4. Evaluate evidence from historical sources
5. Synthesise evidence from historical sources
6. Communicate to suit purpose

## Delivery (mode, time requirements, lessons)

Students have access to live sessions that are recorded and attendance is highly recommended for clarification, assistance and discussion. Students are expected to complete all tasks and assessments in accordance with the Work Rate Calendar. All course materials can be accessed via our designated Learning Management System (QLearn).

## Student requirements

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

## Structure

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

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

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

Business is a contemporary and dynamic discipline with representation across all sectors of society, including individuals, communities and governments. The Business course equips students with the knowledge and skills required to actively participate in society, the workforce and the marketplace, and prepares them for further education and future careers as employees, employers, managers, leaders and entrepreneurs.

Through this course, students explore the stages of the business life cycle across four interconnected units — **Business Creation, Business Growth, Business Diversification, and Business Evolution**. Students examine real-world business data and develop an understanding of key concepts, theories, strategies and processes related to leadership, management and entrepreneurship. Strategic decision-making is investigated across the core business functions of finance, human resources, marketing and operations.

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

### 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 resource 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 are expected to engage in independent study to complete set tasks and assessments, as outlined in the Work Rate Calendar. Weekly scheduled lessons are provided and delivered via the school's designated Learning Management System (LMS).

### Student Requirements

- A computer with internet and email access
- USB headset with microphone

- Exercise book
- Textbook (available through the student resource scheme)

## Structure

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

## 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).

**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

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 live sessions that are recorded, and attendance is highly recommended for clarification, assistance and discussion. Students are expected to complete all tasks and assessments in accordance with the Work Rate Calendar. All course materials can be accessed via our designated Learning Management System (QLearn).

### Student requirements

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

Fieldwork is a compulsory part of this course. Students must collect their own primary data as part of geographical investigations. This is a core requirement of the syllabus and cannot be substituted with secondary or pre-collected data.

## Structure

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

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – combination response	25%	Formative internal assessment 3 (FIA3): Investigation – field report	25%
Formative internal assessment 2 (FIA2): Investigation – data report	25%	Formative internal assessment 4 (FIA4): 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).

**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

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

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

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

### Pathways

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

### Objectives

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

1. Devise historical questions and conduct research
2. Comprehend terms, concepts and issues
3. Analyse evidence from historical sources
4. Evaluate evidence from historical sources
5. Synthesise evidence from historical sources
6. Communicate to suit purpose

### Delivery (mode, time requirements, lessons)

Students have access to live sessions that are recorded, and attendance is highly recommended for clarification, assistance and discussion. Students are expected to complete all tasks and assessments in accordance with the Work Rate Calendar. All course materials can be accessed via our designated Learning Management System (QLearn).

## Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1 (5) French Revolution 1789-1799</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1 (1) Empowerment of First Nations Australians since 1938</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1 (9) China since 1931</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1 (7) Nuclear Age since 1945</li> </ul>
<ul style="list-style-type: none"> <li>• Topic 2 (10) Xinhai Revolution and its aftermath, 1911-1916</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 2 (9) African- American civil rights since 1954</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 2 (5) Germany since 1914</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 2 (8) Cold War and its aftermath, 1945-2014)</li> </ul>

## 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.

# Social & Community Studies

## Applied senior subject

Applied

### 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 live sessions that are recorded and attendance is highly recommended for clarification, assistance and discussion. Students are expected to complete all tasks and assessments in accordance with the Work Rate Calendar. All course materials can be accessed via our designated Learning Management System (QLearn).

### Student requirements

Computer, access to email and internet, 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
<b>Healthy Choices for Mind and Body</b>  Topic 1: Food and Nutrition  Topic 2: Recreation and Leisure	<b>Arts and Identity</b>  Topic 1: The Arts and the Community  Topic 2: Identity	<b>Legal and Digital Citizenship</b>  Topic 1: Law Matters  Topic 2: Digital Technology and Wellbeing	<b>Lifestyle and Financial Choices</b>  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

## Structure

The Tourism course is designed around interrelated core units.

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

## 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 Dual qualification- (First Year - Certificate II in Workplace Skills BSB20120 & then Second year (optional) BSB30120)**

### **Course Description**

Cairns School of Distance Education is excited to introduce a new dual qualification program in partnership with IVET Institute (RTO 40548) commencing in 2026. This program allows students to complete both the Certificate II in Workplace Skills (BSB20120) and the Certificate III in Business (BSB30120), gaining nationally recognised qualifications that strengthen employability, workplace confidence, and future learning pathways. You must complete the BSB20120 Certificate II in Workplace Skills to enroll in the BSB30120 Certificate III in Business. Certificate courses are for highly motivated students who can work independently, meet deadlines, and collaborate with their trainer throughout the course.

### **Recommendation and Course Completion**

Students who wish to study this dual qualification are required to complete a Language, Literacy, Numeracy and Digital Literacy (LLND) assessment to determine course suitability. CSDE recommends that students considering this program have a B level of achievement or above in English and Mathematics. A pre-enrolment interview may also be required to discuss employability skills and study expectations to ensure successful completion and certification.

Timing: The course is delivered across two academic years, commencing in Term 1 2027, and concluding at the end of Term 4, 2026 for First year the Certificate II in Work Place Skills or if continuing on to complete the full Certificate III in Business will end in Term 4 2028. (NB: Must be enrolled no later than week 3 term 1 each year).

Students who complete both years successfully will achieve:

- Certificate II in Workplace Skills (BSB20120)
- Certificate III in Business (BSB30120)

Graduates will hold a Dual Qualification issued by IVET Institute (RTO 40548).

### **QCE Credits and ATAR**

Students who complete both qualifications can earn up to 8 QCE credits (BSN20120 – 4 credits and on completion of the dual BSN30120 – an additional 4 credits), contributing towards their Queensland Certificate of Education (QCE). Students who complete this AQF Level 3 qualification while at school may also use this as the basis of admission to a higher education course.

Each AQF Level 3–6 qualification completed during secondary school contributes a scaled score that can be included in a student's Australian Tertiary Admission Rank (ATAR) calculation.

## Assessment and Reporting

This program is delivered under a competency-based assessment model. Students demonstrate their understanding and skills through:

- Knowledge Questions (theory)
- Projects (practical and scenario-based)
- Observation and feedback from trainer/assessor

Students receive detailed feedback and may resubmit tasks up to three times to demonstrate competency. Additional resubmission may lead to the student needing to re-enroll and this will incur additional costs. Semester reports are provided to parents/carers and progress is continuously tracked within the CSDE learning portal. Deadlines for work must be adhered to so students gain the necessary qualification within the timelines given as per the workplace. (NB: If deadlines are not followed, the student may risk being withdrawn from the course and no refunds can be actioned).

Upon successful completion of all units, students receive a Statement of Attainment or Certificate issued by IVET Institute.

## Course Delivery

This course is delivered over 18 months. Content is taught in Virtual Meetings through Teams. Each year of the dual qualification is delivered through a multi-mode learning model combining online trainer-led sessions, independent study, and project-based simulated training.

Cairns SDE provides instructional delivery, monitoring, and support, while IVET Institute provides accredited course materials and resources. Students access all digital learning content via the IVET learning platform and CSDE online systems.

## Course Structure

Year	Qualification	AQF Level	Total Units
Year 1	Certificate II in Workplace Skills (BSB20120)	Level 2	10 units
Year 2	Certificate III in Business (BSB30120)	Level 3	13 units

### Year 1 – Certificate II in Workplace Skills (BSB20120)

5 core units and 5 electives

Focus on foundational business and employability skills.

Key units include:

- BSBPEF202 Plan and apply time management
- BSBOPS201 Work effectively in business environments
- BSBTEC201 Use business software applications
- BSBSUS211 Participate in sustainable work practices
- BSBWHS211 Contribute to health and safety of self and others

## **Year 2 – Certificate III in Business (BSB30120) (Optional)**

6 core and 7 electives units

Must have successfully completed the Certificate II in Workplace Skills

Focus on advanced business operations, communication, and critical thinking.

Key units include:

- BSBPEF301 Organise personal work priorities
- BSBCRT311 Apply critical thinking skills in a team environment
- BSBWHS311 Assist with maintaining workplace safety
- BSBTEC302 Design and produce spreadsheets
- BSBXCM301 Engage in workplace communication

Completion of both years results in two nationally recognised business qualifications.

## **Student Requirements**

Students will require:

- A computer with reliable internet access
- Headset, microphone, and webcam
- Microsoft Office (or equivalent software)
- Access to CSDE's learning management platforms

## **Resources**

Students gain access to IVET's interactive online learning and assessment materials. Cairns SDE provides ongoing teacher-led support, regular check-ins, and progress monitoring to assist students with assessment completion.

## **Enrolment Information**

Applications open: Term 4, 2026

Course commencement: Term 1, 2027 (no later than Week 3)

Course duration: 1 years for each certificate with BSB20120 prerequisite to do BSB30120)

Course fee: Year one: BSB20120 is \$295.00 (current as of April 2026) – includes one certificate and transcript or one statement of attainment. Additional copies may incur a fee. Year two continuation to BSB30120 in \$65.00

Refunds: Once the students are enrolled there are no refunds.

Enquiries: [vet@cairnssde.eq.edu.au](mailto:vet@cairnssde.eq.edu.au)

## **Additional Information**

This course is available to students at a significantly reduced cost through the partnership between Cairns School of Distance Education and IVET Institute.

Students undertaking this adult qualification will gain essential employability, communication, and digital literacy skills applicable across a wide range of industries and future career pathways.

Please refer to the Cairns School of Distance Education Year 10, 11 & 12 Assessment Policy for further information.

## **Disclaimer**

All information is accurate at the time of publication and subject to change according to IVET Institute, ASQA, and QCAA training package updates.

V1 2026 (Current as of November 2026)

## Recommendation

A Sound Achievement (C) or above in Year 10 Chinese. In the event that 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

Chinese provides students with the opportunity to reflect on their understanding of the Chinese 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 Chinese-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

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

## Objectives

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

- comprehend 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)

Lessons are delivered via an online platform. Students have access to scheduled lessons. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student requirements

Computer, access to email and internet, 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
我的世界 <b>My World</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	探索世界 <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel and exploration</li> <li>• Social customs</li> <li>• Chinese influences around the world</li> </ul>

## 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
我们的社会； 文化和特性 <b>Our society; culture and identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sports</li> <li>• Groups in society</li> </ul>	我的现在和未来 <b>My present; my future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

## Assessment

### Summative assessment

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

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.

# Year 12 Chinese Extension

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 synthesise information to respond to texts personally, critically and/or creatively.

## Delivery (mode, time requirements, lessons)

Lessons are delivered via an online platform. Students have access to scheduled lessons. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student requirements

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

## Structure

Unit 3	Unit 4
<p><b>Guided investigation</b></p> <p>The school chooses two areas of study from the list below.</p> <ul style="list-style-type: none"> <li>• literature</li> <li>• the arts</li> <li>• social sciences</li> <li>• media studies</li> <li>• innovation, science and technology</li> <li>• business and commerce</li> </ul>	<p><b>Independent investigation</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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.

### Recommendation

A Sound Achievement (C) or above in Year 10 French. In the event that 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 reorganize 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 center 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 organization, 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)

Lessons are delivered via an online platform. Students have access to two one-hour scheduled lessons and one one-hour tutorial. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>My world</b> <ul style="list-style-type: none"><li>Family/carers</li><li>Peers</li><li>Education</li></ul>	<b>Exploring our world</b> <ul style="list-style-type: none"><li>Travel and exploration</li><li>Social customs</li><li>French influences around the world</li></ul>	<b>Our society; culture and identity</b> <ul style="list-style-type: none"><li>Lifestyle and leisure</li><li>The arts, entertainment and sports</li><li>Groups in society</li></ul>	<b>My present; my future</b> <ul style="list-style-type: none"><li>The present</li><li>The future</li></ul>

## 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%

### Summative assessment

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

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.

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

# Senior German

## General senior subject

General

### Recommendation

A Sound Achievement (C) or above in Year 10 German. In the event that 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)

Lessons are delivered via an online platform. Students have access to two one-hour scheduled lessons and one one-hour tutorial. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Meine Welt- My world</b> <ul style="list-style-type: none"> <li>Family/carers</li> <li>Peers</li> <li>Education</li> </ul>	<b>Unsere Welt erkunden - Exploring our world</b> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social customs</li> <li>German influences around the world</li> </ul>	<b>Unsere Gesellschaft; Kultur und Identität - Our society; culture and identity</b> <ul style="list-style-type: none"> <li>Lifestyles and leisure</li> <li>The arts, entertainment and sports</li> <li>Groups in society</li> </ul>	<b>Meine Gegenwart; meine Zukunft - My present, my future</b> <ul style="list-style-type: none"> <li>The present</li> <li>Future choices</li> </ul>

## 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%

### Summative assessment

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

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.

# Senior Indonesian

## General senior subject (Senior External Examination)

General

### Recommendation

A Sound Achievement (C) or above in Year 10 Indonesian. In the event that 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. Lessons are delivered via an online platform. Students have access to scheduled lessons. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student requirements

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

### 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.

# Senior Italian

## General senior subject

General

### Recommendation

A Sound Achievement (C) or above in Year 10 Italian. In the event that 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

Italian provides students with opportunities to reflect on their understanding of the Italian 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.

### 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)

Lessons are delivered via an online platform. Students have access to scheduled lessons. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student requirements

Computer, access to email and internet, headset with microphone, exercise book, stationery and English-Italian bilingual dictionary

## 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
<b>La mia vita</b> <b>My World</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	<b>Esplorando il mondo</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel and exploration</li> <li>• Social customs</li> <li>• Italian influences around the world</li> </ul>

## 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
<b>La nostra società; cultura e identità</b> <b>Our society; culture and identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sports</li> <li>• Groups in society</li> </ul>	<b>Il mio presente; il mio futuro</b> <b>My present; my future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

## Assessment

### Summative assessment

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.

## Recommendation

A Sound Achievement (C) or above in Year 10 Japanese. In the event that 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 reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

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

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

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

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

## 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)

Lessons are delivered via an online platform. Students have access to two one-hour scheduled lessons and one one-hour tutorial. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student requirements

Computer, access to email and internet, headset with microphone, exercise book, Japanese-English bilingual dictionary and stationery. Required textbook – ebook or physical copy- iiTomo Senior 2nd edition. ISBN-13 : 9780655716204

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>My world</b> <ul style="list-style-type: none"><li>Family/carers</li><li>Peers</li><li>Education</li></ul>	<b>Exploring our world</b> <ul style="list-style-type: none"><li>Travel and exploration</li><li>Social customs</li><li>Japanese influences around the world</li></ul>	<b>Our society; culture and identity</b> <ul style="list-style-type: none"><li>Lifestyle and leisure</li><li>The arts, entertainment and sports</li><li>Groups in society</li></ul>	<b>My present; my future</b> <ul style="list-style-type: none"><li>The present</li><li>The future</li></ul>

## 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%

### Summative assessment

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

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.

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

### Recommendation

A Sound Achievement (C) or above in Year 10 Spanish. In the event that 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.

## 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.

### 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 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.

### 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 Spanish.

### 6. 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)

Lessons are delivered via an online platform. Students have access to two one-hour scheduled lessons and one one-hour tutorial. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>My world</b> <ul style="list-style-type: none"><li>Family/carers</li><li>Peers</li><li>Education</li></ul>	<b>Exploring our world</b> <ul style="list-style-type: none"><li>Travel and exploration</li><li>Social customs</li><li>Spanish influences around the world</li></ul>	<b>Our society; culture and identity</b> <ul style="list-style-type: none"><li>Lifestyle and leisure</li><li>The arts, entertainment and sports</li><li>Groups in society</li></ul>	<b>My present; my future</b> <ul style="list-style-type: none"><li>The present</li><li>The future</li></ul>

## 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%

### Summative assessment

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

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.

**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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled sessions each week. Live sessions are delivered via the online learning management system (QLearn).

## Student requirements

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

## Structure

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

## 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 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled lessons each week. Lessons are delivered via QLearn.

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

### 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 kinaesthetic 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 lessons with a teacher each week, delivered via the online learning management system (QLearn). Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. 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 considering their 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 will assist with the clarification of requirements.

## Structure

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

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative assessment 1: 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, delivered via the online learning management system. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. 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 assists with the clarification of requirements.

## Structure

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

## 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).

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# 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, delivered via the online learning management system (QLearn). Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. 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 assists

with the clarification of requirements.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit Option A:</b> Looking Inwards (self)	<b>Unit Option B:</b> Looking Outwards (others)	<b>Unit Option D:</b> Transform & Extend	<b>Unit Option C:</b> 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 an 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, delivered via the online learning management system (QLearn). Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. 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 assist with the clarification of requirements.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Community</b> Topic: Documentary	<b>Persuasion</b> Topic: Social Media Content	<b>Personal viewpoints</b> Topic: Photography	<b>Representations</b> 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 Mini-subject available to add as 7<sup>th</sup> study area

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 is a small, additional co-curricular programme that can be added to a full study load for greater participation in music education. It 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, and 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, a 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 at a Senior level of study. Students fulfil weekly contact time of one hour ensemble rehearsal, one 30-35 min. group (3-10 students) lesson, regular home practice, and assessments. Ensemble and lesson sessions are 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 assists with the clarification of requirements.

At Cairns SDE, instruments taught in the Senior programme are flute, trombone, clarinet, euphonium, alto & tenor saxophones, and trumpet. 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, euphonium. 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
<b>Music Literacy, Technique, Performance</b>	<b>Music Literacy, Technique, Performance</b>	<b>Music Literacy, Technique, Performance</b>	<b>Music Literacy, Technique, Performance</b>
Progression	Progression	Progression	Progression

### Assessment

#### Formative assessment

Regular Music Literacy, Technique, Performance practise 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).

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