

# **SENIOR PATHWAYS GUIDE for 2024**

Beyond Year 10 for home-based students



**Cairns School of Distance Education**

Global Learning



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## How to contact us

### Cairns School of Distance Education

Address: 62 Hoare Street  
Manunda QLD 4870 Australia

Postal Address: PO Box 7092  
Cairns Qld 4870 Australia

Telephone: (07) 40809111  
Fax: (07) 40809100

Year 11 Enrolment Enquiries: [seniorpathways@cairnssde.eq.edu.au](mailto:seniorpathways@cairnssde.eq.edu.au)

Website: [www.cairnssde.eq.edu.au](http://www.cairnssde.eq.edu.au)

Facebook: <https://www.facebook.com/cairnssde>

School Office hours: 8.00am – 4.00pm – school days



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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

## 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 2024. It is designed to inform and support meaningful career pathway decisions about 2024-2025 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 2023: Term 3 during Weeks 6 - 10.

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

### Action: Pathway steps for year 10 students in Term 3 2023

Tasks	Action	Completed by	Check
1	Set up a Career Planning folder on your computer/device	14 July 2023	<input type="checkbox"/>
2	Read this Pathways guide and supporting documents		<input type="checkbox"/>
3	Attend Connect session with Learning Area Head's of Department for Q&A regarding senior subjects	20 July 2023	<input type="checkbox"/>
4	Review and update student's completed SET Plan in <u>OneSchool</u> – <i>My Education Plan</i>	27 July 2023	<input type="checkbox"/>
5	Create an account with <a href="#">QTAC MyPath</a> and download <a href="#">QTAC Year 10 Guide 2025</a>		<input type="checkbox"/>
6	Complete <a href="#">myfuture</a> survey. Save report/s in your Career Planning folder		<input type="checkbox"/>
7	Research any post-Year 12 or post-Year 10 requirements, e.g. university course requirements, pre-enrolment processes and eligibility for VET/apprenticeship plans, licences or registrations for intended work roles	2 August 2023	<input type="checkbox"/>
8	Attend online Pathway's information session - Parent online session @ 6:30pm - Student session – during Connect lesson @ 10:00am - Parent online session @ 6:30pm	2 August 2023 3 August 2023 7 August 2023	<input type="checkbox"/>
9	Book an online Senior Pathways interview	7 August 2023	<input type="checkbox"/>
10	Email: <a href="mailto:seniorpathways@cairnssde.eq.edu.au">seniorpathways@cairnssde.eq.edu.au</a> with a copy of your <b>My Career Profile</b> from the myfuture survey – see page 4, and <b>Senior Pathways Selection</b> form	10 August 2023	<input type="checkbox"/>
11	Attend Pathways Interview during Term 3, Weeks 6-9 and complete any remaining documentation identified in the interview	Weeks 6-9	<input type="checkbox"/>

### 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 also 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'll 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 road blocks, 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're 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 2023 career and employment expo dates and locations or access your relevant state tertiary admissions centre.

## Senior Education and Training Plan (SET Plan)

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 see the Senior Secondary HOD to follow the school procedures for negotiating subject changes prior to **Term 1 Week 3**.

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

### Pathways you can choose from include:

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

## Pathway option: Year 11 and 12

For those continuing onto Year 11 and 12, it is important to choose subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

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 2024:

#### Term 3 2023

<b>Week 4:</b>	Year 10 parent/carer attend Senior Subject Selection Parent Information Session via Teams
	All Year 10 students attend a Senior Subject Selection Student Information Session via QLearn>Connect>Collaborate
	Book an interview, via the online Parent/Teacher Interview app, at a time that both parent and student can attend.
<b>Week 6:</b>	If you are continuing onto Year 11 and 12 - return your Senior Pathways Selection form including subject selections via <a href="mailto:seniorpathways@cairnssde.eq.edu.au">seniorpathways@cairnssde.eq.edu.au</a> by <b>Thursday 10th August, 2022.</b>
<b>Week 6 - 9</b>	Parent/Carer and student attend the online Senior Pathway interview with a member of the Cairns SDE team to finalise subject selections or advise of alternative pathway

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

## Senior Education Profile

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

The Profile may include a:

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

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

## Senior Statement

If a student has a Senior Statement, they have satisfied the completion requirements for Year 12 in Queensland. Schools create QCAA student learning accounts for students. 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 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. 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. More information about the SEP can be viewed at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep>

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	2022	1 2 3 4	B	87/100
Mathematics Methods	2022	1 2 3 4	A	81/100
Ancient History	2022	1 2 3 4	C	56/100
Biology	2022	1 2 3 4	B	72/100
Accounting	2022	1 2 3 4	C	69/100
<b>Applied</b>				
Subject	Year	Units	Overall	
Arts in Practice	2022	1 2 3 4	B	
<b>Training Academy</b>				
Qualification	Year	Status		
Certificate II in Business	2022	Completed		

## Subject List – 2024

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	Essential English
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics
Science	Biology Chemistry Physics	Science in Practice
Health and Physical Education	Health	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	Visual Arts in Practice
<b>Vocational Education and Training (VET) Courses:</b>		
BSB30120	Certificate III in Business – Business Administration <i>Two years 8 QCE credits</i>	
*VET course fees are payable, and non-refundable *QCE credit limits apply for multiple VET course *Certificate III counts as a two subject load for QCE		
<b>Preparatory Courses</b>		
Literacy Short Course Numeracy 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 2023.

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

\*Other external RTO's (eg. 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)

<b>Brisbane SDE</b> (General Subjects only)	Aboriginal and Torres Strait Islander Studies Accounting Design Economics Legal Studies Music Psychology
<b>Charters Towers SDE</b>	Certificate II in Skills for Work



### **All senior subjects are underpinned by:**

- **literacy** — the set of knowledge and skills about language and texts essential for understanding and conveying content
- **numeracy** — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
- **21st century skills** — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

Students will be required to select six subjects that they will study in Years 11 and 12. This guide is designed to inform students and their parents / carers about pathway options so that they can make an informed decision about which subjects to select on the pathway the student is choosing.

## **Types of senior subjects and VET courses**

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

### **General subjects**

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

#### *Units 1 and 2 (Year 11)*

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

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

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

#### *Units 3 and 4 (Year 12)*

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

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

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

### **Extension Subjects**

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

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

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

### **Assessment in General subjects**

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

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

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

## Applied subjects

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Applied subjects are four-unit courses of study.

### *Units 1 and 2*

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

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

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

### *Units 3 and 4*

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

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

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

## Assessment in Applied subjects

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

## VET courses

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

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

## Assessment in VET courses

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

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

## QCAA Short courses

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

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

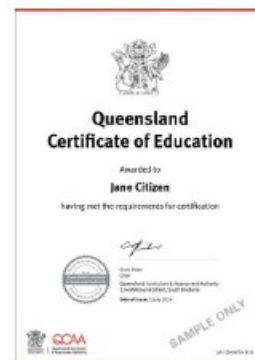
### QCE

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

### QCIA

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

### QCE requirements:



**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
- 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
- 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	U	U	C	2	Yes
Chemistry	S	S	D	2	No C or above has not been achieved for Units 3–4
Health	S	S	Changed to Legal Studies	2	No All 4 units have not been completed
Italian	–	–	C	2	No All 4 units have not been completed
General Maths	S	Changed to Essential Maths	–	1	Yes Changes between Maths and English subjects still count as completed core
Essential Maths	–	S	B	3	Yes Changes between Maths and English subjects still count as completed core
Certificate III in Business	100% complete; Pass			8	Yes

## Australian Tertiary Admission Rank (ATAR)

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

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

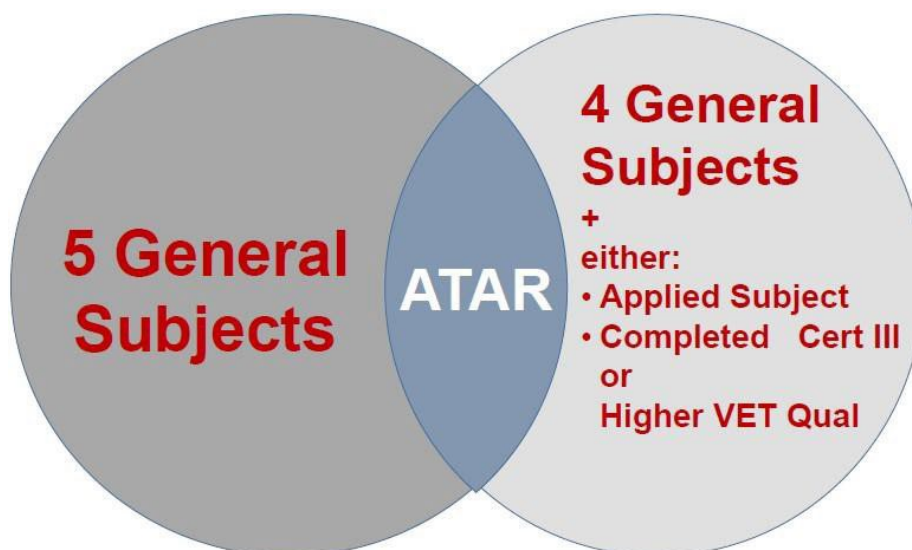
Students who are aiming to study at university after they finish school should work towards an ATAR. They should be prepared/able to commit to the time demands and academic rigour of ATAR eligible subjects/VET courses.

### ATAR requirements:

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

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

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



## **Vocational Education Training (VET)**

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

### **Applied subjects and Certificate II VET qualifications**

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

### **QCE credit and qualifications from the same VET training package**

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

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

### **QCE and VET qualifications – employment and training pathway**

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

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

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

## **School-based apprenticeship/traineeship**

Students who wish to choose this pathway should contact the Guidance Officer (GO) and/or the Industry Liaison Officer (ILO) - 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

## Pathways you can choose from include:

1. QCE - employment and training pathway
2. QCIA (Queensland Certificate of Individual Achievement) (for eligible students only)
3. QCE and ATAR – university pathway
4. QCE and VET qualifications – employment and training pathway
5. QCE and school-based apprenticeship/traineeship pathway
6. Alternate pathway to Senior Secondary (not continuing into year 11 and 12)

## 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 (2024-2025) full-time study load will be six subjects, or four if your selection includes a Certificate III or higher level VET training course.

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

## Course Overviews

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

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

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

**Action:**  If continuing into Year 11 in 2024: Complete question 3 on your Senior Pathways Selection Form – subject selection AND enter these selections into your OneSchool profile under Subject Selection

## Navigation in OneSchool for Subject Selection:

My Education Plan > Subject Selection

Students will have the following smorgasboard to select their subjects from:

English	Mathematics	Science	Humanities and Social Sciences	HPE
<input type="checkbox"/> English (General) <input type="checkbox"/> Essential English (Applied)	<input type="checkbox"/> Essential Mathematics (Applied) <input type="checkbox"/> General Mathematics (General) <input type="checkbox"/> Mathematical Methods (General) <input type="checkbox"/> Specialist Mathematics (General)	<input type="checkbox"/> Biology (General) <input type="checkbox"/> Chemistry (General) <input type="checkbox"/> Physics (General) <input type="checkbox"/> Science in Practice (Applied)	<input type="checkbox"/> Ancient History (General) <input type="checkbox"/> Business (General) <input type="checkbox"/> Geography (General) <input type="checkbox"/> Modern History (General) <input type="checkbox"/> Social and Community Studies (Applied) <input type="checkbox"/> Tourism (Applied)	<input type="checkbox"/> Health (General) <input type="checkbox"/> Sport and Recreation (Applied)
The Arts	Technologies	Languages	Other	
<input type="checkbox"/> Dance (General) <input type="checkbox"/> Visual Art (General) <input type="checkbox"/> Visual Arts in Practice (Applied)	<input type="checkbox"/> Digital Solutions (General) <input type="checkbox"/> Information and Communication Technology (Applied)	<input type="checkbox"/> Chinese (General) <input type="checkbox"/> French (General) <input type="checkbox"/> German (General) <input type="checkbox"/> Indonesian (General) <input type="checkbox"/> Italian (General) <input type="checkbox"/> Japanese (General) <input type="checkbox"/> Spanish (General)	<input type="checkbox"/> Certificate III in Business	

\*You must select one English and one Maths subject as part of your selections.



### Recommendation

A High Sound Achievement (C) in Year 10 English or Above.

### Rationale

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

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

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

### Pathways

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

### Objectives

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

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons and course materials are delivered via our learning management system.

### Student requirements

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

## Structure

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

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 Extended response – written response for a public audience	25%	Formative internal assessment 3 Extended response – imaginative written response	25%
Formative internal assessment 2 Extended response – persuasive spoken response	25%	Formative internal assessment 4 Examination – analytical written response	25%

### Summative assessment

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

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

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

### Recommendation

Nil.

### Rationale

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

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

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

### Pathways

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

### Objectives

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

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

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons and course materials are delivered via our learning management system.

### Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Language that works</b></p> <p>Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts</p>	<p><b>Texts and human experiences</b></p> <p>Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts</p>	<p><b>Language that influences</b></p> <p>Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences</p>	<p><b>Representations and popular culture texts</b></p> <p>Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts</p>

## Assessment

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

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

### Summative assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

**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

Literacy 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.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

### 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:

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons and course materials are delivered via our learning management system.

### Student requirements

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

### Structure and assessment

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

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: an extended response — written (Internal assessment 1A) a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: an extended response — short response (Internal assessment 2A) a reading comprehension task (Internal assessment 2B).

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

### Recommendation

A Sound Achievement (C) in Year 10 Mathematics.

### Rationale

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

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

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

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

### Pathways

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

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, measurement and geometry, Statistics, and Networks and matrices.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

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

## Assessment

### Formative assessment

Unit 1		Unit 2	
Examination		Examination	
Problem Solving and Modelling Task		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	15%
Summative internal assessment 2 (IA2): Examination	15%		
Internal 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

# 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

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

### Pathways

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

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> Topic 1: Arithmetic and geometric sequences and series 1 Topic 2: Functions and graphs Topic 3: Counting and probability Topic 4: Exponential functions 1 Topic 5: Arithmetic and geometric sequences	<b>Calculus and further functions</b> Topic 1: Exponential functions 2 Topic 2: The logarithmic function 1 Topic 3: Trigonometric functions 1 Topic 4: Introduction to differential calculus Topic 5: Further differentiation and applications 1 Topic 6: Discrete random variables 1	<b>Further calculus</b> Topic 1: The logarithmic function 2 Topic 2: Further differentiation and applications 2 Topic 3: Integrals	<b>Further functions and statistics</b> Topic 1: Further differentiation and applications 3 Topic 2: Trigonometric functions 2 Topic 3: Discrete random variables 2 Topic 4: Continuous random variables and the normal distribution Topic 5: Interval estimates for proportions

## Assessment

### Formative assessment

Unit 1		Unit 2	
Problem Solving and Modelling Task		Examination	
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	15%
Summative internal assessment 2 (IA2): Examination	15%		
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 Mathematics or a Sound Achievement (C) in Year 10 Extension Mathematics.

### Rationale

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who 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.

Students learn topics that 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.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

### 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:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b>  Topic 1: Combinatorics Topic 2: Vectors in the plane Topic 3: Introduction to proof	<b>Complex numbers, trigonometry, functions and matrices</b>  Topic 1: Complex numbers 1 Topic 2: Trigonometry and functions Topic 3: Matrices	<b>Mathematical induction, and further vectors, matrices and complex numbers</b>  Topic 1: Proof by mathematical induction Topic 2: Vectors and matrices Topic 3: Complex numbers 2	<b>Further statistical and calculus inference</b>  Topic 1: Integration and applications of integration Topic 2: Rates of change and differential equations Topic 3: Statistical inference

## Assessment

### Formative assessment

Unit 1		Unit 2	
Problem Solving and Modelling Task		Examination	
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	15%
Summative internal assessment 2 (IA2): Examination	15%		
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

Nil.

## Rationale

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## Pathways

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

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

## 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

## Student requirements

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

## Structure

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

## Assessment

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

### Summative assessment

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

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 integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

### 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:

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

### Structure and assessment

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

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: an extended response — oral mathematical presentation (Internal assessment 1A) a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: an examination — short response (Internal assessment 2A) a student learning journal (Internal assessment 2B).

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

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

## Assessment

### Formative assessment

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

### Summative assessment

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

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

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



### Recommendation

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

### Rationale

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

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

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

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

### Pathways

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

### Objectives

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

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

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

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

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

## Assessment

### Formative assessment

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

### Summative assessment

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

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

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### Recommendation

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

### Rationale

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

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

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

### Pathways

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

### Objectives

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

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

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

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

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

## Assessment

### Formative assessment

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

### Summative assessment

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

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

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

# Science in Practice

## Applied senior subject

Applied

### Recommendation

A Sound Achievement (C) in Year 10 Science.

### Rationale

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines

— Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

### Pathways

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

### Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

### Structure

The Science in Practice course is designed around core topics and at least three electives.

### Assessment

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

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

## Course and assessment overview

Science in Practice is a four-unit course of study.

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 across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative
1.	<b>Module one</b> Health and disease in the tropics	1	Extended response	F
	<b>Module two</b> Energy efficient homes in Far North Queensland	2	Collection of work	F
2.	<b>Module three</b> Consumer Protection	3	Investigation	F
	<b>Module four</b> Water Safety	4	Project	F
Interim Standards				
Interim Result				
3.	<b>Module five</b> Flood Management	5	Investigation	S
	<b>Module six</b> Outdoor Festivals	6	Project	S
4.	<b>Module seven</b> Microorganisms in food production	7	Project	S
	<b>Module eight</b> Environmental Management	8	Extended response	S

**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 health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### 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>  Elective topic 1: Alcohol Elective topic 2: Body image	<b>Community as a resource for healthy living</b>  Elective topic 1: Homelessness Elective topic 2: Road safety Elective topic 3: Anxiety	<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 2 (IA4): Examination — extended response	25%

### Summative assessment

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

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



### Recommendation

It is recommended that students undertaking this course have an interest in being physically active.

### Rationale

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

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

### Pathways

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

### Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

In order to fulfil the requirements of the course, students will need to demonstrate and film physical performances either on their own or with others (for example, their family and friends). Further, at times students will be required to access community sport and recreation facilities such as lawn bowls clubs, parks, and where possible gyms.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Module 1: Community Recreation</b></p> <p>This module develops students' understanding of sport and recreation, and the difference between the two, as well as the importance of recreation in supporting individual and community health. They will identify the benefits of sport and recreation, and how it could be improved in their local community. Students will demonstrate physical performance in a lawn bowl context, or another sport that meets course requirements (to be negotiated with the teacher).</p>	<p><b>Module 3: Sport medicine and first aid</b></p> <p>This module develops students' understanding of first aid principles and injury prevention strategies for sports, with a particular focus on strength and conditioning, and resistance training. Students will demonstrate physical performance in a range of fitness contexts.</p>	<p><b>Module 5: Sports journalism</b></p> <p>This module develops students' understanding of the role media agencies play in the representation and marketing of sports, in particular the emergence of eSports. Students will demonstrate physical performance in eSports contexts.</p>	<p><b>Module 7: Training for fitness – strength and conditioning</b></p> <p>This module develops students' understanding of strength and conditioning fitness requirements and how they can enhance physical performance in particular when participating in CrossFit events. Students will plan and demonstrate physical performance in a variety of fitness contexts.</p>
<p><b>Module 2: Event Management – Tournament Organisation</b></p> <p>This module develops students' understanding of policies and procedures involved in event management and tournament organisation. Students will apply this knowledge to organise and conduct a lawn bowls tournament, or another sport that meets course requirements (the same sport as module 1/to be negotiated with teacher).</p>	<p><b>Module 4: Sport nutrition</b></p> <p>This module develops students' understanding of nutrition and nutritional requirements for performance in sport, particularly multisport contexts such as biathlon and triathlon. Students will demonstrate physical performance in a variety of fitness contexts.</p>	<p><b>Module 6: Sport, recreation and fitness industry</b></p> <p>This module develops students' understanding of the resources and agencies available for sport, recreation and fitness within the community, as well as identifying the available vocational and employment pathways. This module will have particular emphasis on pathways and agencies in eSports. Students will demonstrate physical performance in eSports contexts.</p>	<p><b>Module 8: Sports marketing</b></p> <p>This module develops students' understanding of the resources and agencies available for sport, recreation and fitness within the community, and the role marketing plays in promoting participation in communities. Students will demonstrate physical performance in a variety of fitness contexts.</p>
<p><b>Practical:</b> Lawn bowls or other</p>	<p><b>Practical:</b> Resistance training, strength and conditioning</p>	<p><b>Practical:</b> eSports</p>	<p><b>Practical:</b> CrossFit</p>

## Assessment

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

- two performances, an investigation and a project

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1: Community Recreation</b>  Performance	<b>Module 3: Sport medicine and first aid</b>  Investigation	<b>Module 5: Sports journalism</b>  Investigation	<b>Module 7: Training for fitness – strength and conditioning</b>  Performance
<b>Module 2: Event Management – Tournament Organisation</b>  Project	<b>Module 4: Sport nutrition</b>  Performance	<b>Module 6: Sport, recreation and fitness industry</b>  Performance	<b>Module 8: Sports marketing</b>  Project

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

# Ancient History

## General senior subject

General

### Recommendation

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

### Rationale

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

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

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

### Pathways

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

### Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

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

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Digging up the past - Australian focus.</li> <li>• Topic 7: Ancient societies (Egypt) — Beliefs, rituals and funerary practices.</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Hatshepsut</li> <li>• Topic 5: Alexander the Great</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Topic 3: Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Topic 4: Fifth Century Athens (BCE)</li> </ul>	<p><b>People, power and authority</b></p> <ul style="list-style-type: none"> <li>• Topic 5: Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Topic 6: Thutmose III</li> <li>• Topic 7: Rameses II</li> <li>• Topic 8: Themistokles</li> <li>• Topic 9: Alkibiades</li> <li>• Topic 10: Scipio Africanus</li> <li>• Topic 11: Caesar</li> <li>• Topic 12: Augustus</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 (SIA1): Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation — historical essay based on research	25%
Summative internal assessment 2 (SIA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short responses to historical sources	25%

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

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

# Business

## General senior subject

General

### Recommendation

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

### Rationale

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

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

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

### Pathways

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

### Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

### 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 a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### Student requirements

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

## Structure

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

## Assessment

### Formative assessment

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

### Summative assessment

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

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

**Disclaimer** All of the above information is accurate at the time of publicatio

## 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via our designated Learning Management System.

## Student requirements

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



## Structure

Unit 1 (Year 11 Semester 1)	Unit 2 (Year 11 Semester 2)	Unit 3 (Year 12 Semester 1)	Unit 4 (Year 12 Semester 2)
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>

## Assessment

### Formative assessment

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

### Summative assessment

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

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

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# Modern History

## General senior subject

General

### Recommendation

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

### Rationale

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

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

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

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

### Pathways

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

### Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

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

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing.

### 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>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 5: French Revolution, 1789–1799</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: Australian Indigenous rights movement since 1967</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: Australia, 1914–1949</li> <li>• Topic 5: Germany, 1914–1945</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: Australian engagement with Asia since 1945</li> </ul>
<ul style="list-style-type: none"> <li>• Topic 13: Alternative topic for Unit 1: China 1931-1976 Invasion of Manchuria to Cultural Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 9: African-American civil rights movement, 1954–1968</li> </ul>		<ul style="list-style-type: none"> <li>• Topic 9: Struggle for peace in the Middle East since 1948</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 – short responses 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).

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### 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 are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to a one-hour scheduled lesson and a one-hour tutorial each week. Lessons are delivered via our designated Learning Management system and teleconferencing.

### Student requirements

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

## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"> <li>• Personal skills — Growing and developing as an individual</li> <li>• Interpersonal skills — Living with and relating to other people</li> <li>• Citizenship skills — Receiving from and contributing to community</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts and the community</li> <li>• Australia’s place in the world</li> <li>• Gender and identity</li> <li>• Health: Food and nutrition</li> <li>• Health: Recreation and leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Into relationships</li> <li>• Legally, it could be you</li> <li>• Money management</li> <li>• Science and technology</li> <li>• Today’s society</li> <li>• The world of work</li> </ul>

## Assessment

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multi-modal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multi-modal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

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### Recommendation

Nil

### Rationale

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

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

### Pathways

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

### Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

## Structure

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

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

## Assessment

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

- one project
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• multimodal</li> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• multimodal</li> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

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## **Certificate III in Business – Business Administration (BSB30120)**



Certificate III in Business - Business Administration is a nationally recognised qualification from the BSB Business Services Training Package. This course meets the legislated and regulatory standards for consistency, integrity and rigour set by the Australian Skills Quality Authority (ASQA), the Australian Qualifications Framework (AQF), and the Queensland Curriculum and Assessment Authority (QCAA).

### **Recommendation and course completion**

Eligibility for candidature in the Certificate III in Business - Business Administration is assessed using a Language, Literacy and Numeracy (LLN) assessment tool, evidence of a B level of achievement or above in English and Mathematics, a workforce preparation for entry level employability skills interview, and study planning to meet required graduate standards and the certification timeline. This course is for Domestic students only.

Time allowed for completion: Up to two years. TEIA, the course Registered Training Organisation, sets the Term 4 certification timeline.

### **Achievement**

This course provides opportunities for trainees to enhance their employability skills, completing a range of business workplace tasks as business administration personnel, office staff and administration assistants. Graduates will have completed this tertiary AQF Level 3 course while in secondary school. They can add the qualification to their Curriculum Vitae. A graduate's study pathway may include a range of Business Certificate IV and/or Business Diploma pathways, or other tertiary qualifications.

### **QCE credits and ATAR**

Successful completion of the full course, demonstrating Competency in all units, attracts 8 QCE credit points. Trainees who complete an AQF Level 3, 4, 5, or 6 qualification while at school may be able to use this as the basis of admission to a higher education course. Trainees are encouraged to research their university entrance options. Each AQF Level 3-6 qualification completed while at secondary school will have a scaled score that can be included in a trainee's Australian Tertiary Admission Rank (ATAR).

### **Assessment and Reporting**

The Certificate III in Business - Business Administration uses competency-based assessment that emphasises learning in a work or simulated work environment. Assessment meets the government requirements of the BSB Business Services Training Package. Competency throughout the course is demonstrated via weekly written and oral communication with a Trainer/Assessor, practical work tasks, Competency conversations, scenarios/ case studies, written activities/ short answers, work journal/ portfolio, and observation/ third party reports. Recognition of Prior Learning (RPL) and/or credit transfer is available. There is an expectation of weekly work submissions and communication, like in a workplace.

Semester reporting to parents/ carers/ base school supervisors will occur.

Competency-based course trainees do not receive a report rating on an A-E scale. Trainees are assessed as Working Towards Competency (WTC) until they have demonstrated Competency and are assessed as Competency Achieved (CA). Progress information is available during the course.

### **Course delivery**

Cairns School of Distance Education's Trainer/Assessors deliver this course through a multi-mode approach. It combines trainer-led theory sessions via Collaborate conferencing and recordings, online activities, virtual training room practical sessions involving small group and individual activities, independent learning, and use of on-the-job and/or simulated work environments. Trainees receive a CSDE Work Rate Calendar, which outlines their course work schedule.

Industry Work Placement: Trainees undertake 160-200 hours of business industry work placement during this course. It is a structured work placement with set activities and reports required. Trainees already employed in a business environment may complete their work placement in their workplace.



## Course structure

A Certificate III in Business - Business Administration certification requires successful completion of all 13 Units of Competency. There are 6 CORE units as well as a number of ELECTIVE units as follows:

### Core units

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

### Elective Units

- BSBTEC301 Design and produce business documents
- BSBTEC303 Create electronic presentations
- BSBPEF301 Organise personal work priorities
- BSBXTW301 Work in a team
- BSBWRT311 Write simple documents
- BSBFLM303 Contribute to effective workplace relationships
- BSBFLM312 Contribute to team effectiveness
- BSBTEC302 Design and produce spreadsheets

Trainees unable to achieve the full qualification receive a Statement of Attainment for any Units of Competency successfully completed. Note: Students may be able to RPL some of these on enrolment.

## Trainee requirements

Weekly access to a computer and the internet, computer headset and microphone, email, printer, scanner, telephone, stationery. Access to a digital camera and digital video recorder.

Some software is available once enrolled at CSDE. Trainees will use Collaborate, Windows 7 or higher and the Microsoft Office suite.

## Resources

Online work environment access, training materials, assessment materials, and reference materials.

## Enrolment requirements

- Unique Student Identifier (USI). See [www.usi.gov.au](http://www.usi.gov.au) for more information
- Eligibility assessment information and other CSDE and TEIA administrative enrolment elements
- **Course fee \$300.00.** Fee includes one Certificate and Academic Transcript, or one Statement of Attainment earned. Additional copies required will be at graduates' cost.

**Please note** that the fee for this course is required at the time of enrolment and is non-

refundable. Enrolment approval based on all required enrolment elements prompts access to

the course and resources.

## Additional information

- This course is available at a significantly reduced cost. It is not a funded course.
- For **school-based** applications, this course is 0.4 FTE. A school-based enrolment is supported in a trainee's school week schedule.
- Cairns SDE full-time home-based students wishing to complete the Certificate III in Business - Business Administration as part of a 'learn and earn' school-based traineeship are encouraged to research their options via the Queensland Department of Employment, Small Business and Training's School-based Apprenticeships and Traineeships website page: <https://desbt.qld.gov.au/training/apprentices/sats>  
The CSDE Co-ordinator of School-based Apprenticeships and Traineeships can provide further information.

## Registered Training Organisation (RTO)

TEIA Ltd, RTO #5811

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

# Chinese

## General senior subject

General

### 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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese 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 Chinese.

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

Lessons are delivered via an online platform. Students have access to two one-hour 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, telephone, USB headset with microphone, exercise book, stationery and English-Chinese bilingual dictionary.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	探索世界 <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Chinese culture to the world</li> </ul>	社会现象 <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Individuals in society</li> </ul>	我的未来 <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	15%	Formative internal assessment 3 (IA3): Extended response	30%
Formative internal assessment 2 (IA2): Examination — combination response	30%	Formative internal assessment (IA4): Examination — combination response	25%

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	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.

# Chinese Extension

General senior subject – Year 12 ONLY

General

## Recommendation

A High Achievement (B) or above in Year 11 Chinese. This course must be studied either concurrently with, or after, Units 3 and 4 of the General course in Chinese. 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 communicative 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.

## 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

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

- Apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts
- apply knowledge of language elements, structures and textual conventions to create meaning in texts
- identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
- create texts that convey information and ideas in Chinese for context, purpose, audience 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 two one-hour 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, telephone, USB 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 media studies</li> <li>• innovation, science and technology business and commerce</li> </ul>	<p><b>Independent investigation</b></p> <ul style="list-style-type: none"> <li>• The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.</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	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

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

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

- comprehend French 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 French 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 French.

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

Lessons are delivered via an online platform. Students have access to two one-hour 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, telephone, USB headset with microphone, exercise book, French-English bilingual dictionary and stationery.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family/carers and friends</li> <li>Lifestyle and leisure</li> <li>Education</li> </ul>	<b>L'exploration du monde</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel</li> <li>Technology and media</li> <li>The contribution of French culture to the world</li> </ul>	<b>Notre société Our society</b> <ul style="list-style-type: none"> <li>Roles and relationships</li> <li>Socialising and connecting with my peers</li> <li>Groups in society</li> </ul>	<b>Mon avenir</b> <b>My future</b> <ul style="list-style-type: none"> <li>Finishing secondary school, plans and reflections</li> <li>Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	15%	Formative internal assessment 3 (IA3): Extended response	30%
Formative internal assessment 2 (IA2): Examination — combination response	30%	Formative internal assessment (IA4): Examination — combination response	25%

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	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 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

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

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

Lessons are delivered via an online platform. Students have access to two one-hour 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, telephone, USB headset with microphone, exercise book, German dictionary and stationery.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Meine Welt</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family/carers and friends</li> <li>Lifestyle and leisure</li> <li>Education</li> </ul>	<b>Unsere Welt erkunden</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel</li> <li>Technology and media</li> <li>The contribution of German culture to the world</li> </ul>	<b>Unsere Gesellschaft</b> <b>Our society</b> <ul style="list-style-type: none"> <li>Roles and relationships</li> <li>Socialising and connecting with my peers</li> <li>Groups in society</li> </ul>	<b>Meine Zukunft</b> <b>My future</b> <ul style="list-style-type: none"> <li>Finishing secondary school, plans and reflections</li> <li>Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	15%	Formative internal assessment 3 (IA3): Extended response	30%
Formative internal assessment 2 (IA2): Examination — combination response	30%	Formative internal assessment (IA4): Examination — combination response	25%

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	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 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)

Lessons are delivered via an online platform. Students have access to two one-hour 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, telephone, USB headset with microphone, exercise book, Indonesian dictionary and stationery.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Duniaku</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>Menjelajahi dunia kita</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Indonesian culture to the world</li> </ul>	<b>Masyarakat kita</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>Masa depan saya</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	25%	Formative internal assessment 3 (IA3): Assignment - extended response	25%
Formative internal assessment 2 (IA2): Examination — combination response	75%	Formative internal assessment 4 (IA4): Examination — combination response	75%

Unit 3	
Formative internal assessment 5 (IA5): Extended response	25%
Formative internal assessment 6 (IA6): Examination — combination response	75%

### Summative assessment

QCAA Exams based on Units 3 & 4	
Summative external assessment 1 (EA1): Assignment - extended response	25%
Summative external assessment 2 (EA2): Examination — combination response	75%

Upon completion of Senior Indonesian studies, students will complete two summative external assessments, which are administered by QCAA. The summative external assessment results for Indonesian will contribute 100% towards a student's senior result.

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

### 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 the opportunity 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. 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 Italian-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 Italian 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 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 two one-hour 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, telephone, USB headset with microphone, exercise book, Italian-English Bilingual dictionary and stationery.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>La mia vita</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>Esplorando il mondo</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Italian culture to the world</li> </ul>	<b>La nostra società</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>Il mio futuro</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	15%	Formative internal assessment 3 (IA3): Extended response	30%
Formative internal assessment 2 (IA2): Examination — combination response	30%	Formative external assessment (EA): Examination — combination response	25%

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	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.

### Recommendations

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

Japanese provides students with the opportunity to reflect on their understanding of the Japanese 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 Japanese-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 Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

### Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese 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 Japanese.

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

Lessons are delivered via an online platform. Students have access to two one-hour 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, telephone, USB headset with microphone, exercise book, a Japanese-English/ English-Japanese dictionary and stationery.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family/carers and friends</li> <li>Lifestyle and leisure</li> <li>Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel</li> <li>Technology and media</li> <li>The contribution of Japanese culture to the world</li> </ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>Roles and relationships</li> <li>Socialising and connecting with my peers</li> <li>Groups in society</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>Finishing secondary school, plans and reflections</li> <li>Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	15%	Formative internal assessment 3 (IA3): Extended response	30%
Formative internal assessment 2 (IA2): Examination — combination response	30%	Formative external assessment (IA4): Examination — combination response	25%

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	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 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

Spanish provides students with the opportunity to reflect on their understanding of the Spanish 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 Spanish-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 Spanish can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

### Objectives

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

- comprehend Spanish 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 Spanish 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 Spanish.

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

Lessons are delivered via an online platform. Students have access to two one-hour scheduled lessons each week. 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, telephone, USB 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 and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Spanish culture to the world</li> </ul>	<b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	15%	Formative internal assessment 3 (IA3): Extended response	30%
Formative internal assessment 2 (IA2): Examination — combination response	30%	Formative internal assessment (IA4): Examination — combination response	25%

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	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

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 two one-hour scheduled sessions each week. Live sessions are delivered via the online learning management system.

### Student requirements

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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

# Information & Communication Technology

## Applied senior subject

Applied

### Recommendation

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

### Rationale

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

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

### Pathways

A course of study in Information and Communication Technology can lead to a range of potential pathways. These include further study in Computer Science, Software Engineering and Information Technology degrees at a university or related VET courses at TAFE. Employment opportunities include software development, web development, database management, network administration and cybersecurity. .

### Objectives

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

- identify and reproduce fundamental skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware 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. Knowledge and skills relate to enterprises, workplace health and safety, ethical use, security, product quality and hardware.
- decide on the combination and order of processes to develop ICT products. Students consider specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards
- 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 hardware and software, 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 two one-hour 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.

## Structure

For Information & Communication Technology, subject matter has been organised using schemata related to the body of knowledge, industry or practical domain relevant to the subject.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Unit Option F: Web Development</li> </ul>	<ul style="list-style-type: none"> <li>Unit Option B: App Development</li> </ul>	<ul style="list-style-type: none"> <li>Unit Option E: Digital Imaging and Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Unit Option C: Audio and Video Production</li> </ul>

## Assessment

Information & Communication Technology 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.

Teachers make A-E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Assessment F1: Product Proposal <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 3 minutes</li> <li>6x A4 pages</li> </ul>	Assessment B1: Product Proposal <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 3 minutes</li> <li>6x A4 pages</li> </ul>	Assessment E1: Product Proposal <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 3 minutes</li> <li>6x A4 pages</li> </ul>	Assessment C1: Product Proposal <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 5 minutes</li> <li>8x A4 pages</li> </ul>
<ul style="list-style-type: none"> <li>Assessment F2: Project</li> <li>Individual task</li> <li>Multimodal</li> <li>Up to 5 minutes</li> <li>8x A4 pages</li> <li>Demonstration of the functionality of the high-fidelity web application</li> </ul>	Assessment B2: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 5 minutes</li> <li>8x A4 pages</li> <li>Demonstration of the functionality of the high-fidelity native app prototype</li> </ul>	Assessment E2: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 5 minutes</li> <li>8x A4 pages</li> <li>Demonstration of the functionality of the high-fidelity digital imaging and modelling prototype</li> </ul>	Assessment C2: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Multimodal</li> <li>Up to 5 minutes</li> <li>8x A4 pages</li> <li>Demonstration of the functionality of the high-fidelity audio-visual product prototype</li> </ul>

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# Dance

## General senior subject

General

### Recommendation

It is essential that prospective students consult with the dance staff before applying as previous dance experience is essential. A Sound Achievement (C) in Year 10 English is necessary as this course is 1/3 theoretical.

### Rationale

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. 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. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinesthetic intelligence, and personal and social skills.

### Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

### Objectives

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

- demonstrate an understanding of 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)

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

### Student requirements

- Computer, access to email and internet, telephone and USB headset with microphone, exercise book, stationery.
- Music equipment – personal music device and speaker
- Video recording device – for recording performance assessment tasks
- USB/external hard drive
- Suitable dance wear

### Health and Safety

Students must adhere to teacher directed warming up and cooling down activities. As well as adapt performance activities to take into account strength, flexibility, coordination and any injury. Students must also enlist common sense when it comes attempting dangerous moves, lifts or using props.

## 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?</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><b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?</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> How is dance used to communicate viewpoints?</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><b>Moving my way</b> How does dance communicate meaning for me?</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 2: Performance	20%	Formative assessment: Project- dance work	35%
Formative assessment 2: Choreography	20%		
Formative assessment: 25% Examination- extended response			

### Summative assessment

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

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

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### Recommendation

It is recommended that students have studied Art in Years 8 to 10 and a High Achievement (B) in Year 10 Art, or have other art experience. A Sound Achievement (C) in Year 10 English.

### 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.

### 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)

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

### Student requirements

Computer and scanner, access to email and internet, telephone and USB headset with microphone, visual art diary (included in Art Kit) and camera.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> Through inquiry learning, the following are explored:</p> <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>	<p><b>Art as code</b> Through inquiry learning, the following are explored:</p> <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>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored:</p> <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>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored:</p> <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 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## Assessment

### Formative assessment

Unit 1		Unit 2	
Project - Folio	25%	Project - Folio	35%
Investigations – Multi-modal Presentation	15%		
Formative internal assessment: 25% Examination			

### Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	35%
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 studied Art in Years 8 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' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesizing 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.

### Objectives

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

- 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 interest
- 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 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)

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

### Student requirements

Computer access to email and internet, telephone and USB headset with microphone, exercise book, stationery, printer and scanner, and camera. All art materials are to be purchased by the student. An initial Art Kit can be purchased from Cairns SDE.

## Structure

For Visual Arts in Practice, subject matter has been organised using schemata related to the body of knowledge, industry or practical domain relevant to the subject.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Unit Option A: Looking Inwards (self)</li> </ul>	<ul style="list-style-type: none"> <li>Unit Option B: Looking Outwards (others)</li> </ul>	<ul style="list-style-type: none"> <li>Unit Option D: Transform &amp; Extend</li> </ul>	<ul style="list-style-type: none"> <li>Unit Option C: Clients</li> </ul>

## Assessment

Visual Arts in Practice 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.

Teachers make A-E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Assessment A1: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Experimental folio</li> <li>Planning and evaluation of experimental folio</li> </ul>	Assessment B1: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Prototype artwork</li> <li>Planning and evaluation of prototype artwork</li> </ul>	Assessment D1: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Experimental folio</li> <li>Planning and evaluation of experimental folio I</li> </ul>	Assessment C1: Project <ul style="list-style-type: none"> <li>Individual task</li> <li>Design proposal</li> <li>Planning and evaluation of design proposal</li> </ul>
Assessment A2: Resolved Artwork <ul style="list-style-type: none"> <li>Individual task</li> <li>Resolved artwork</li> </ul>	Assessment B2: Resolved Artwork <ul style="list-style-type: none"> <li>Individual task</li> <li>Resolved artwork</li> </ul>	Assessment D2: Resolved Artwork <ul style="list-style-type: none"> <li>Individual task</li> <li>Resolved artwork</li> </ul>	Assessment C2: Resolved Artwork <ul style="list-style-type: none"> <li>Individual task</li> <li>Resolved artwork</li> </ul>

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