Merrimac
State High School
Gold Coast, Australia

Pride in Excellence

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
SENIOR SECONDARY
CURRICULUM BOOKLET

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COMMITMENT TO QUALITY

Merrimac State High School has a proud tradition developing fine young Australians who contribute significantly to the local and global communities in which we live. Our school has a commitment to quality curriculum and quality teaching and learning.

Learning Framework
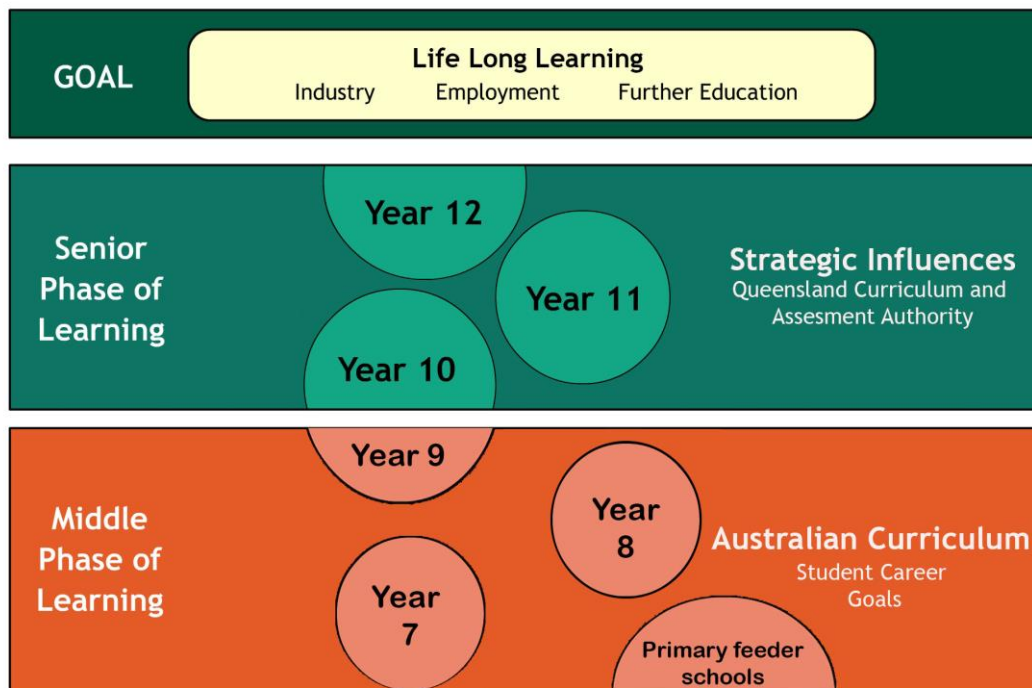
Our learning framework reflects our commitment to quality curriculum design through a seamless responsiveness to the needs of our students, community, industry and government.

At Merrimac State High School, we actively work to prepare students for their future by delivering learning designed to enhance their proficiency in the 21st Century skills required to be active and engaged citizens including:

- Critical thinking
- Creative thinking
- Communication
- Collaboration and team work
- Personal and Social skills
- Information and Communication Technology (ICT) skills

CHOOSING SENIOR SUBJECTS

The purpose of this guide is to support students and parents/carers through the provision of a resource that guides senior subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Merrimac State High School's curriculum offerings.

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future. Merrimac designs curriculum programs that provide a variety of opportunities for students while catering to the schools' contexts, resources, students' pathways and community expectations. Schools work with students and their families to help them plan their education, training and career goals and map their future pathway. Subject selections are a key step in this process. They help shape your future options and can also directly affect your success and how you feel about school.

UNDERSTANDING OURSELVES

Step one in the SET planning process is reflection. Students should focus on:

- reflecting on their own interests, skills and personal attributes to better understand themselves in relation to occupations, work environments and ways of working
- thinking about what they most enjoy doing and studying. This can include activities, interests and hobbies outside of the school.
- reflecting on which subjects they most enjoy and are most successful in.
- exploring any careers, areas of future study or work that they already find interesting.
- considering the lifestyle they would like when they leave school

CAREERS

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions during Year 10. Talk to our Guidance Officer or check the following sources of information on subjects, courses and careers:

- QTAC Year 10 Guide https://www.qtac.edu.au/wp-content/uploads/2021/06/2024_Year_10_Guide.pdf
- My Future Website https://myfuture.edu.au/
- Good Careers Guide https://www.goodcareersguide.com.au/
- Open Days at various Universities and Tertiary Education institutions

The information contained in this booklet is a summary of the approved General and Applied Syllabuses and Vocational training courses offered at Merrimac State High School. After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with the Guidance Officer, HOD of Junior School, HOD of Senior School, HOD of Department, School Administration or Executive Team member.

Please feel comfortable to phone the school on 5595 8666 to make an appointment with any of the above school personnel.

These subject offerings are a guide only and subjects will be timetabled dependent on staffing and student numbers.

PATHWAYS AND SUBJECTS

Senior students at Merrimac SHS follow one of two pathway options

	ATAR Pathway	FLEXIBLE Pathway
Best Suited To	• Students who know that they want to go to University in Year 13 • Students who enjoy studying, reading and writing • Students who are willing to put in at least 10 – 15 hours of study per week • Students who have generally achieved A's and B's in their subjects (Especially Maths and English)	• Students who want to go to TAFE after school (also a pathway to University) • Students who want to move into the workforce after school • Students who want real world/ practical learning experiences that will help the to excel in life after school • Students who might still want to go to University but have very busy sporting/ performing commitments and are therefore unable to commit to the ATAR pathway • Students who want to move into a trade
Recommended Subject Combinations	6 General Subjects **OR** 5 General Subjects **PLUS** 1 Applied Subject OR Certificate course (Diploma of Business, Cert IV Crime and Justice)	A maximum of 3 General Subjects **PLUS** At least 1 Certificate III, IV or Diploma course (Certificate III is the minimum requirement) **PLUS** Combination of Applied subjects and other certificate courses

Year 10 is a preparation program, where students study 6 subjects they intend to take for the entire 3 years of their senior studies. It is important to ensure students are suited to these subjects, enjoy them, and achieve success (a C or above).

Subjects fall into 4 main categories: General, Applied, Short Course and VET. Details about these Subject types and individual subject choices can be found below.

GENERAL SUBJECTS

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

General subjects prepare students for tertiary study, further education and training and work. They contribute up to four credits per subject to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Geography, Biology and Drama.

APPLIED SUBJECT

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

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute up to four credits per subject to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. This is not a subject combination we generally advise, however. Examples include Essential English, Essential Mathematics, Visual Arts in Practice, Business Studies, Building and Construction Skills.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Students who study Industry Pathway subjects and who gain a VET Certificate may be able to use that qualification for TAFE or University entry at a level appropriate to their needs. VET may also contribute up to eight credits per course to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

Students who access VET at Merrimac SHS engage in:

- Third-party arrangements with an external registered training organisation (RTO)
- School-based apprenticeships or traineeships

SENIOR EDUCATION PROFILE

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

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

STATEMENT OF RESULTS

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

To achieve a QCE Students need to achieve 20 QCE Points including 12 points from completed core. Completed core involves General or Applied subjects satisfactorily passed and studied for all four units; or completed certificate qualifications. For this reason, it is very important that there are minimal subject changes occurring in years 11 and 12. Students also need to meet the literacy and numeracy requirements.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program.

It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers.

YEAR 11 & 12 QCIA SUBJECT OFFERINGS

- Communication & Technology
- Personal & Living Dimensions
- Community, Citizenship & The Environment
- Visual Arts Studies
- Media Arts Studies
- Hospitality Practices Studies

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

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

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Note, while students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Students aiming to maximise their chances of tertiary entrance are advised to:

- Select the pre-requisite subjects you need for your preferred course.
- Check to ensure you are eligible for tertiary entrance using my path https://www.qtac.edu.au/atar-my-path/my-path
- Consider subjects in what you have an interest and/or demonstrated ability.

QCAA SENIOR SYLLABUSES

MATHEMATICS

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

LANGUAGES
- Chinese
- Spanish

TECHNOLOGIES

Applied
- Industrial Technology Skills
- Engineering Skills
- Building & Construction Skills
- Hospitality Practices
- Fashion

THE ARTS

General
- Visual Art
- Drama
- Media
- Visual Arts in Practice
- Drama in Practice
- Music in Practice
- Media in Practice

ENGLISH

General
- Extension English
- English
- English & Literature Extension
- Literature

Applied
- Essential English

HEALTH AND PHYSICAL EDUCATION

General
- Health
- Physical Education

Applied
- Sport & Recreation
- Early Childhood Studies

SCIENCE

General
- Physics
- Chemistry
- Psychology
- Biology

Applied
- Aquatic Practices

HUMANITIES

General
- Economics
- Legal studies
- Modern History
- Philosophy and Reason
- Geography

Applied
- Social & Community Studies
- Tourism

QCIA SUBJECTS
- Community & Technologies
- Community, Citizenship & the Environment
- Personal & Living Dimensions
- Leisure & Recreation
- Vocational & Transition Activities
- Visual Arts Studies
- Media Arts Studies
- Hospitality Practices Studies

VET
- Diploma of Business ($2750)
- Certificate III Business ($1200)
- Certificate IV in Crime and Justice ($2200)
- Certificate II/III in Sport Coaching (TBC VETiS & Price)
- Certificate II Construction (VETiS funded or $1200)
- Certificate II Engineering Pathways (VETiS funded or $1200)
- Certificate III Dance ($5950)
- Certificate II Marine Coxswains (VETiS funded YR 11)
- Digital and Engineering Pathways (VETiS funded)

GENERAL SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

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

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

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

EXTENSION SYLLABUSES COURSE OVERVIEW

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

ASSESSMENT

UNITS 1 AND 2 ASSESSMENTS

Merrimac decides the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers determine the assessment program and tasks, while the marking guides that are used to assess student performance for Units 1 and 2 are determined by the QCAA.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Merrimac will develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Merrimac will report satisfactory or unsatisfactory completion of Units 1 and 2 to the QCAA, and will report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

UNITS 3 AND 4 ASSESSMENTS

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

Merrimac will develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

INSTRUMENT-SPECIFIC MARKING GUIDES

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

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

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

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

EXTERNAL ASSESSMENT

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

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

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

APPLIED SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

APPLIED SYLLABUSES COURSE OVERVIEW

Applied syllabuses are developmental four-unit courses 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. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

ASSESSMENT

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Merrimac will develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments will provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS MATRIXES

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

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. The school will develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT-SPECIFIC STANDARDS

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

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

SENIOR EXTERNAL EXAMINATIONS

SENIOR EXTERNAL EXAMINATIONS COURSE OVERVIEW

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

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.
The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- **adult students** (people of any age not enrolled at a Queensland secondary school)
    - to meet tertiary entrance or employment requirements
    - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

ASSESSMENT

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

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E.The New Queensland Certificate of Education (QCE)

THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE) SENIOR SUBJECT OFFERINGS AND PRE-REQUISITES

STUDENTS ARE REQUIRED TO SELECT SIX (6) SUBJECTS CONSISTING OF
- **ONE (1) Compulsory English Subject**
- **FIVE (5) Elective Subjects**

Prerequisites YR 9	Prerequisites YR 10	Year 10 Subjects	Year 11/12 Subjects
		ENGLISH	
NIL	ENG (B) or ENX (B)	English	General English
ENG (B)		English Extension	
			Literature
	ENG (A) or ENX (A) INVITATION ONLY		English & Literature Extension (YR 12 only)
	ENG (C)		Essential English
		HEALTH & PHYSICAL EDUCAITON	
ENG (C)	ENG (B) or ENX (C) & HEA (C)	Health	Health
HPE (C) or HPS (C) & ENG (C)	ENG (B) or ENX © & HPE ©	Physical Education	Physical Education
NIL	SRE (C)	Sport & Recreation	Sport & Recreation
NIL	EPR (C)	Early Childhood Studies	Early Childhood Studies
		HUMANITIES	
ENG (C) MATHS (B)	ENG (C) MATHS (B)	Economics	Economics
ENG (C)	ENG (C)	Legal Studies	Legal Studies
ENG (C)	ENG (C)	Modern History	Modern History
ENG (C)	ENG (C)	Philosophy & Reason	Philosophy & Reason

ENG (C)	ENG (C)	Geography	Geography
		Social & Community Studies	Social & Community Studies
		Tourism	Tourism
LANGUAGES			
CHI (C) or Proficiency Exam	CHI (C) or Proficiency Exam	Chinese	Chinese
SPN (C) or Proficiency Exam	SPN (C) or Proficiency Exam	Spanish	Spanish
MATHEMATICS			
MAT (B)	MAT(B)	General Mathematics	General Mathematics
MAT (B)	MAX (B) & Entrance Exam	Mathematical Methods	Mathematical Methods
MAT (A)	MAX (B) or STM (C) & Entrance Exam	Specialist Mathematics	Specialist Mathematics
NIL	MAF (C)	Mathematics Foundations	Essential Mathematics
SCIENCE			
ENX (C) or ENG (C), SCI (C) & MAT (C)	ENX (C) or ENG (B), PHY(C) & MAX (C)	Physics	Physics
ENX (C) or ENG (C), SCI (C) & MAT (C)	ENX (C) or ENG (B) & CHM (C) & MAX (C)	Chemistry	Chemistry
ENX (C) or ENG (C), SCI (C) & MAT (C)	ENX (C) or ENG (B) & PSY (C) MAX (C) or MAT (B)	Psychology	Psychology
ENX (C) or ENG (C), SCI (C) & MAT (C)	ENX (C) or ENG (B) & BIO (C) MAX (C) or MAT (B)	Biology	Biology
SCI (C)	ENG (C) & AQP (C) & MAT (C)	Aquatic Practices	Aquatic Practices
THE ARTS			
ENG (C)	ENG (B)	Art	Visual Arts
	NIL		Visual Arts in Practice
		Dance	Dance in Practice
ENG (C)	ENG (C)	Drama	Drama
		Music	Music in Practice
		Media	Media in Practice

		TECHNOLOGY	
NIL	BSK (C) or ESK (C) or ISK (C)	Industrial Technology Skills	Industrial Technology Skills
		Engineering Skills	Engineering Skills
		Building Construction Skills	Building Construction Skills
NIL	HSD (C)	Hospitality Practices	Hospitality Practices
	NIL	Fashion	Fashion

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program.

It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers.

YEAR 11 & 12 QCIA SUBJECT OFFERINGS

- Communication & Technology
- Personal & Living Dimensions
- Community, Citizenship & The Environment
- Visual Arts Studies
- Media Arts Studies
- Hospitality Practices Studies

SENIOR SCHOOL

VOCATIONAL EDUCATION & TRAINING (VET)

Merrimac State High School works with a number of Registered Training Organisations (RTOs) to deliver a variety of courses both on and off-campus. Courses available are emailed to families on a regular basis. Only Flexible pathway students will be approved for one release day to attend face-to-face training.

We currently have students studying courses with the following RTOs:

- TAFE Queensland

- Prestige Services Training

- Aurora Training Institute

- College of Sports and Fitness

- Gold Coast Trades College

- Tweed Sea Sports & Sea School International

- LAUNCH Performing Arts

- Blue Dog

- Skills Generation

If families have found courses that fit with the student's completed SET Plan (advertised through the school or found through individual research), they can request approval through the Industry Liaison Office, Ms Rachel Skrabanich (rskra1@eq.edu.au) or Head of Department Senior School, Miss Samantha Blake (scbla0@eq.edu.au).

DIPLOMA OF BUSINESS

Pre-requisites: English (B)

DIPLOMA OF BUSINESS BSB50120

VET QUALIFICATION (8 QCE POINTS)

The Diploma of Business (BSB50120) is a nationally accredited vocational course that will be delivered over 18 months. Students will develop skills for middle management in Business, office and administration environments. The content for this course will be delivered by a trainer from Prestige Service Training (PST) or Aurora Training Institute at Merrimac State High School. The Diploma will be awarded when students successfully complete the 12 units of competency.

This course is designed to develop knowledge regarding the management and skills required to work in a business environment build practical skills and knowledge that may lead to employment in a business setting. Students will learn and practice transferable skills including; managing personal and professional development, developing critical thinking in others, facilitating continuous improvement and managing budgets and financial plans.

Students must be prepared to engage, contribute and participate in class and model behaviours expected in a business environment. Students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

PATHWAYS

A course of study in Business can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration, accounting human resources and marketing. The Diploma of Business may also contribute credit towards some Bachelor of Business courses at university.

Additional Costs

A fee of $2750 applies to this course. This fee it is not VETiS eligible.

Units of Competency Core:

BSBCRT511   Develop critical thinking in others

BSBFIN501   Manage budgets and financial plans

BSBOPS501   Manage business resources

BSBSUS511   Develop workplace policies and procedures for sustainability

BSBXCM501   Lead communication in the workplace

Electives:

BSBHRM525 Manage recruitment and onboarding

BSBPMG430 Undertake project work

BSBTWK503 Manage meetings

BSBLDR522 Manage people performance

BSBPEF501 Manage personal and professional development

BSBWHS521 Ensure a safe workplace for a work area

BSBMKG541 Identify and evaluate marketing opportunities

BSBOPS504 Manage business risk

BSBSTR502 Facilitate continuous improvement

BSBCMM411 Make presentations

Total units: 12 (5 core PLUS 7 electives)

CERTIFICATE III BUSINESS

Pre-requisites: English (C)

VET QUALIFICATION (8 QCE POINTS)

The Certificate III in Business course is a comprehensive virtual learning experience tailored for individuals and organisations. It provides a solid understanding of fundamental business concepts and practices.

BSB30120 Certificate III in Business consists of six (6) core units and seven (7) electives.

Core:

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:

BSBOPS304 – Deliver and monitor a service to customers

BSBOPS305 – Process customer complaints

BSBPEF301 – Organise personal work priorities

BSBPEF302 – Develop self-awareness

BSBTEC301 – Design and produce business documents

BSBTEC302 – Design and produce spreadsheets

SIRXPDK001 – Advice on products and services

CERTIFICATE IV CRIME & JUSTICE

CERTIFICATE IV CRIME AND JUSTICE 10283NAT

VET QUALIFICATION (8 QCE POINTS)

Pre-requisites: English (B)

The Certificate IV in Crime and Justice (10283NAT) is a nationally recognised qualification, the course is externally delivered and assessed by Prestige Service Training at Merrimac State High School. The Certificate IV will be awarded when students successfully complete the 10 units of competency. The qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. This course will develop knowledge such as; identify and apply legal framework, prepare documentation for court proceedings, provide information and referral advice on justice related issues, and apply regulatory powers.

PATHWAYS

The Certificate IV Crime and Justice establishes a basis for further education and employment in the police force, legal offices and youth justice roles. This course can help prepare students for a Bachelor in Criminology and Criminal Justice at universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.

Additional Costs

A fee of $2200 (TBC 2025) applies to this course. This fee it is not VETiS eligible.

Units of Competency:

Core:

BSBLEG421 Apply understanding of the Australian legal system

BSBXCM401 Apply communication strategies in the workplace

NAT10971001 Provide information and referral advice on justice related issues

NAT10971002 Prepare documentation for court proceedings

NAT10971003 Analyse social justice issues

PSPREG033 Apply regulatory powers

Elective

BSBINS401 Analyse and present research information

BSBLDR414 Lead team effectiveness

PSPETH007 Uphold and support the values and principles of public service

PSPETH008 Promote the values and ethos of public service

CERTIFICATE II/III IN SPORTS COACHING SIS20321 & SIS30521

VET QUALIFICATION (8 QCE POINTS)

PRE-REQUISITES: ENGLISH (B)

REGISTERED TRAINING ORGANISATION (RTO): COLLEGE OF SPORTS AND FITNESS RTO CODE 91345

OVERVIEW

Certificate II/III in Sports Coaching provides students an opportunity to gain a coaching qualification at an entry level. Upon successful completion, students will be competent in delivering a basic instruction session for a sport. Students will study sports coaching, officiating and sport management under a range of varied sports with access to guest speakers and instructors from sporting backgrounds.

OBJECTIVES

Students will understand how to deliver coaching sessions to students and will develop the skills necessary to manage groups and events in a range of sports. An external trainer from the College of Sports and Fitness will deliver the training to students through a range of theory and practical activities conducted at school. This course appeals to students who show a keen interest in sport, health and fitness and may wish to obtain part time work from coaching, officiating and or event management in the sporting industry.

PATHWAYS

The skills gained from Certificate II/III in Sports Coaching allow students to gain an entry level qualification for coaching and officiating. Students may choose to study higher level qualifications in the Sports, Fitness and Training package such as Certificate III/IV in Sports Coaching, Sports Management or Certificate III/IV in Fitness. Pathways include Event coordinator assistant, Community coach, Strength and conditioning coach, Referee/Sport Official, Further studies in Fitness and Coaching, Sports Development Officer, Sports events/Project development, Sport and Recreation careers, Sports, health and fitness professions.

STRUCTURE

The course includes the following 7 competencies that students must achieve in order to complete the certificates.

CERTIFICATE II IN SPORT COACHING

HLTAID011 Provide first aid

SIRXWHS001 Work safely

SISSSCO002 Work in a community coaching role

SISSSCO001 Conduct sport coaching sessions with foundation level participants

SISSSOF001 Work as an official in sport

SISSSOF002 Continuously improve officiating skills and knowledge

SISSSOF003 Officiate sport competitions

CERTIFICATE III IN SPORT COACHING

SBOPS403 Apply business risk management processes

HLTAID011 Provide First Aid

HLTWHS001 Participate in workplace health and safety

SISSSCO002 Work in a community coaching role

SISSSCO003 Meet participant coaching needs

SISSSCO005 Continuously improve coaching skills and knowledge

SISSSCO012 Coach sport participants up to an intermediate level

SISSSOF001 Work as an official in sport

SISSSOF002 Continuously improve officiating skills and knowledge

SISSSOF003 Officiate sport competitions

ASSESSMENT

Students will be assessed through submitting a range of workbooks as well as observation during practical components with the College of Sports and Fitness trainers and teaching staff with the proper qualifications through various assessments, projects and practical activities around the program.

COST

Certificate II/III in Sports Coaching package is a combination of VETiS funding and fee for service $250.

The fee if you do not wish to access the VETiS funding is $550.

WORK PLACEMENT

There is no work placement associated with this course.

SPECIAL REQUIREMENTS

Certificate II in Sports Coaching requires students to complete modules through classroom, practical learning. Students require a laptop and internet access for each lesson. Students will complete the course through a range of theory modules and practical components such as coaching sessions, in school competitions and officiating games. Due to the nature of the course, students must have a blue card to participate in coaching and officiating sessions if they are conducting sessions outside of their school grounds.

CERTIFICATE I/II CONSTRUCTION

CPC10120 CERTIFICATE I IN CONSTRUCTION /

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS

VET QUALIFICATION (QCE POINTS TBC)

REGISTERED TRAINING ORGANISATION (RTO): BLUE DOG TRAINING (RTO CODE: 31193)

PREREQUISITES: NONE

QCE Points: 4

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

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

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

Commencing in Year 10 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2)

years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

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

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:
- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

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

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

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

Training and Assessment Delivery

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

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

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

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

Unit Code	Unit Name	CPC10120	CPC20220
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

NOTES:

- Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- #Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

CERTIFICATE II IN ENGINEERING PATHWAYS

MEM20422 CERTIFICATE II ENGINEERING PATHWAYS

REGISTERED TRAINING ORGANISATION (RTO): BLUE DOG TRAINING (RTO CODE: 31193)

PRE-PREQUISITES: NONE

QCE CREDITS: 4

DESCRIPTION

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

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

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

APPLICATION

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. These needs be done in a safe manner for each learner and those around them.

ELIGIBILITY - COST

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

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

- be currently enrolled in secondary school

- permanently reside in Queensland

- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen

- not already completing or have already completed a funded VETiS course with another registered training organisation.

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

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

TRAINING AND ASSESSMENT DELIVERY

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

CORE

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

ELECTIVE

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

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

Notes:

*Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a

prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit

of competency with an asterisk.

More information about this qualification is available at:

https://training.gov.au/Training/Details/MEM20422

CERTIFICATE II IN MARITIME OPERATIONS (COXSWAIN GRADE 1 NEAR COASTAL)

MAR20321 CERTIFICATE II IN MARITIME OPERATIONS (COXSWAIN GRADE 1 NEAR COASTAL)

VET QUALIFICATION (2 QCE POINTS)

Pre-requisites: Aquatic Practices

Course Overview

Embark upon your maritime career with this entry-level qualification. This course will give you the entry-level skills required kick start your career in a number of roles such as coxswain grade 1,

linesperson or deckhand. According to the Australian Government's Job Outlook service, the marine transport sector is expected to experience growth in the coming years. They anticipate there will be around 2,000 job openings for marine transport professionals over the next five years with around 30 per cent of these roles located in Queensland.

This course is the minimum requirement to operate and maintain auxiliary marine engine systems, plan and navigate a passage, and operate inboard and outboard motors. You'll learn a set of core competencies including survival at sea using a craft, and work health and safety requirements. Successfully completing this course will allow you to establish a career on the seas.

This qualification is a necessary component of your application to the Australian Maritime Safety Authority for a certificate of completion as a coxswain grade 1 near coastal.

What can I do?

This qualification is one of the eligibility requirements to work as a licensed Coxswain in the maritime industry. The course is made up of 2 x five days face-to-face learning and assessment blocks in the classroom plus an on-the-job sea service component whilst completing an AMSA task book (if the student would like to gain the industry licence).

The Coxswain Grade 1 maritime license will allow you to command and operate the engines of a vessel less than 12 metres long with unlimited outboard engine propulsion, or inboard engines less than 500 kilowatts:

    • In inshore waters (refer to National Standard for Commercial Vessels Part B—General requirements) or designated waters (under state or territory waterway management legislation).

    • As a tender or auxiliary vessel within 3 nautical miles of a parent vessel within the exclusive economic zone.

THE INDUSTRY LICENCE - Coxswain Grade 1 Certificate of Competency
Eligibility
To be eligible for a Coxswain Grade 1 near coastal certificate of competency you must:
    • Be at least 16 years of age on the certificate issue date.
    • Meet medical, eyesight, sea service and other requirements listed below
What do I need to do?
To obtain the AMSA Certificate of Competency (industry license) you will need to:
1. Complete MAR20321 Certificate II in Maritime Operations Coxswain Grade 1 (Sea School is a registered training organisation).
2. Meet medical and eyesight requirements
   • Eyesight test certificate (The Eyesight test certificate form 542 lets us know that your eyesight meets the necessary standard for working at sea. If you are colour blind, you will be restricted to working in daylight hours only.)
3. Provide evidence of sea service

- You need to show you have experience working at sea in a deck, or a deck and engineering capacity, on vessels greater than or equal to five metres long. You must provide evidence of 30 days on commercial vessels with a completed AMSA task book.

4. Meet additional requirements

   You must also hold the following which are completed as part of the course:

   • valid HLTAID011 Provide first aid certificate, or equivalent.

   • Long range marine radio operator certificate of proficiency, or equivalent (Sea School includes this training).

5. Pass a final assessment with an RTO (Sea School conducts AMSA Final Assessments). The fee is $490 and includes the final assessment, certificate of competency application lodgement and 5-year industry license. On successful completion of the final assessment the RTO may give you an interim certificate of competency that will allow you to start working immediately.

6. Complete a Certificate of competency application form 426 plus provide proof of identity and passport photos

Costs: High School students who access VETiS QLD DET funding pay no course fee.

The Final Assessment is to gain the industry licence and the fee is $490 payable to Sea School. Note this does not need to be booked and paid for at the time of training. This information is current at the time of printing and subject to change without prior notice. Version 10/06/22

High School students:

This course is a VET in Schools (VETiS) funded course (https://training.qld.gov.au/providers/funded/vetis). Without VETiS funding the course will be approximately $3000. The Government's VETiS funding allows students to complete one qualification while at high school.

Training commitment:

Face-to-face training will take place at a Sea School campus. It will include 2 x 5-day blocks during school time. Students will miss regular classes during this time and will be required to catch up on work missed. Dates are published on our website and can be negotiated with our trainer.

Sea Service:

There is no sea service requirement for students who wish to only receive the qualification. However, if the student wishes to gain the industry license, it will be the responsibility of the student to source a local commercial maritime operator who will allow them to gain work experience, complete an AMSA task book and log their sea service. Please note that while students will gain the certificate qualification after successful completion of their course work, they will only be able to apply for the

AMSA Certificate of Competency (industry license) after meeting the 30 days plus task book sea service and other eligibility requirements.

It is hoped that if/when students are placed with a commercial operator, they may need a regular day(s) off school e.g. every Wednesday. The school will liaise with the students (and parent/legal guardian) when this occurs.

Queensland Certificate of Education (QCE) points:

This course will gain students 2 QCE points on completion of the 10 days face-to-face component and 30 days sea service on a commercial vessel with a task book.

For more information contact:

Your school careers adviser Sea School International (RTO 91732) Phone 1300 666 416

Website https://www.seaschool.com.au/ Email enquiry@seaschool.com.au This information is current at the time of printing and subject to change without prior notice. Version 10/06/22

Important disclaimer These instructions are summary information only. We make decisions about seafarer certificates under *Marine Order 505 (Certificates of competency — national law) 2013* and *National Standard for Commercial Vessels Part D—Crew competencies*. These documents have full details of the eligibility and other requirements for certificate applications.

CERTIFICATE III DANCE

LAUNCH Performing Arts, Mermaid Beach

VET QUALIFICATION (8 QCE POINTS)

The Certificate III in Dance (CUA30113) is a nationally accredited vocational course that will be delivered over 24 months. This two-year, part-time course is designed for secondary school students looking to further their education and experience in performing arts while providing vocational education points towards their Queensland Certificate of Education.

Students will develop skills for middle management in Business/office/administration environments. The content for this course will be delivered by industry professional choreographers, trainers, health and wellness coaches from LAUNCH Performing Arts in Mermaid Beach.

This course is designed to develop knowledge regarding the management and skills required to work in the performance world, building skills and knowledge that may lead to employment in the industry. Students will learn and practice transferable skills including; training in various styles of dance, exposure to international directors, choreographers and coaches in the business, mock auditions, ongoing feedback, planning strategies, maintaining a healthy mindset and motivating and inspiring students to become the best performer they can.

The first semester of this course in year 10 is preparatory and provides foundational knowledge and skills to prepare students for the course. Our intention is to prepare students for their chosen pathway whilst ensuring that they are ready for all other options. Students are trained to be the best technicians and performing artists they can be.

Students must be prepared to engage, contribute and participate in class and model behaviours expected in a professional dance environment. Students will need to have good time management skills and be able to write academically.

PATHWAYS
A course of study in Dance has multiple career options. These include Musical Theatre, Commercial Dance, Fitness instructor, Professional Dance contracts, Cruise Ships, Modelling and Fashion Parades, TVCs, and Dance Teaching.
The Certificate III in Dance may also contribute credit towards some Bachelor of Education / Fine Arts courses at university.

Additional Costs
- **Cost:** $5950 ($2,975.00 per year - payment plans available)
- **Performance Opportunities:** STAR Casino and Pink Flamingo (alongside Certificate IV / Pre-Professional dance students)
- **Website:** https://www.launchpac.com.au/cert-iii-in-dance/

Units of Competency

- CUACHR311   Develop Basic Dance Composition Skills
- CUAPRF317   Develop Performance Techniques
- CUAWHS311   Condition the Body for Dance Performances
- CUADAN315   Increase Depth of Jazz Techniques
- CUADAN316   Increase Ballet Dance Techniques
- CUAPRF314   Develop Audition Techniques
- CUADAN314   Develop Dance Improvisational skills
- CUADAN318   Increase Depth of Contemporary Techniques
- CUAPRF316   Develop Basic Musical Theatre Techniques
- CUAPRF414   Develop movement skills for performance
- CUAPRF415   Rehearse technique for Performance

DIGITAL AND ENGINEERING PATHWAYS (DEP)

YEAR 10, 11 AND 12

Pre-requisites: C in English, B in Math

SENIOR SUBJECT

Pre-requisites: Completion of year 10 Digital and Engineering Pathways, Cert II Engineering.

Students must maintain ATAR eligibility for University pathway provided by this course.

STRUCTURE

The Digital and Engineering Pathways course beings in year 10 with students completing a certificate II in engineering over semester 1. Following the completion of the certificate II in engineering students undertake a Cert III in Information Technology taking place over semester 2 year 10 and semester 1 and 2 year 11. Following this, students on an ATAR pathway can undertake Griffith University subjects (delivered at school through the Griffith University Head Start Program) for semester 1 and 2 year 12 in cyber security and creative coding, while students who are on a flexi pathway are able to elect to take this time off as a study line. **Note: VETis funding is used when obtaining the Cert II and Cert III**.

Year 10

Semester 1	Semester 2
Certificate II Engineering Pathways	Certificate III Information Technology ICT30120

Year 11

Semester 1	Semester 2
Certificate III Information Technology ICT30120	Certificate III Information Technology ICT30120
Please Note *Upon completion of the Certificate III Information Technology students on a FLEXI pathway are allocated a study line on their timetable to support their continued learning in other areas while students on an ATAR pathway will continue on into year 12.*	

DEP Year 12 ATAR PATHWAY Students Only

Semester 1	Semester 2
Griffith University Head Start Program: - Cyber Security 1118ICT: ICT/Computer Science Focus – Subject is from 1st year courses on offer within the Bachelors of IT and Computer Science degrees at Griffith University.	Griffith University Head Start Program - Creative Coding 1701ICT: ICT/Computer Science Focus – Subject is from 1st year courses on offer within the Bachelors of IT and Computer Science degrees at Griffith University.
Please Note *University courses undertaken are depended on specific Griffith University offerings at the time of commencement. Previous subjects offered have included:* *Introduction to Robotics* *Creative Coding* *Fundamentals of Cyber Security* *All assessment for university courses is set by Griffith University*	

Certificate II in Engineering Pathways

Over semester 1 students will be earning 4 QCE points by completing a Certificate II in Engineering Pathways covering the following ASQA approved units. These units will be covered in the context of advanced VEX Robotics design and engineering.

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices
- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE007A Pull apart and re-assemble engineering mechanisms
- MSAPMSUP106A Work in a team

Certificate III in Information Technology ICT30120

Completed over 3 semesters the ICT30120 Certificate III in Information Technology is a hands-on qualification that provides you with foundational skills and knowledge critical for pursuing a career in the IT industry. This course will provide you with a broad range of skills including critical thinking, technical analysis, customer support and program administration. It will also introduce you to some of the latest developments in IT and provide you with both theoretical and practical experience with them. After completing the course, you will be able work in a wide range of areas including technical support, network administration, web technologies, software applications and digital media technologies.

Core Units:
- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBXCS303 Securely manage personally identifiable information and workplace
- BSBXTW301 Work in a team
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments
- ICTPRG302 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients

Elective Units:
- ICTWEB304 Build simple web pages
- ICTWEB305 Produce digital images for the web
- ICTWEB306 Develop web presence using social media
- ICTSAS308 Run standard diagnostic tests
- ICTSAS309 Maintain and repair ICT equipment and software
- ICTICT309 Create ICT user documentation

There are no pre requisites for any of the units of competency.

Griffith University – Head Start Program

Over semesters 1 and 2 of year 12 ATAR pathways students engage in the Griffith University Head Start Program. This is an excellent opportunity for motivated students to experience Griffith University and take a head start on tertiary education by studying at Griffith as they finish high school to gain credit towards a degree.

On successful competition of the Head Start Program, students may gain 10 credit points (per subject) towards the respective degree when they enrol at Griffith University. If the student receives a result of 6 or Higher (in any university subjects undertaken), the student may also be awarded entry into the respective degree(s) at Griffith University under the provision that they continue to maintain their academic results across their senior subjects and identify Griffith University as 1 of their top 2 QTAC choices. **ATAR eligibility must be maintained**.

For more information please visit:
https://www.griffith.edu.au/apply/undergraduate-study/high-school-students/head-start-at-school

DEP Year 11 and 12 FLEXI PATHWAY

CERTIFICATE III IN INFORMATION TECHNOLOGY ICT30120

The ICT30120 Certificate III in Information Technology is a hands-on qualification that provides you with foundational skills and knowledge critical for pursuing a career in the IT industry. This course will provide you with a broad range of skills including critical thinking, technical analysis, customer support and program administration. It will also introduce you to some of the latest developments in IT and provide you with both theoretical and practical experience with them. After completing the course, you will be able work in a wide range of areas including technical support, network administration, web technologies, software applications and digital media technologies.

Core Units:

- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBXCS303 Securely manage personally identifiable information and workplace
- BSBXTW301 Work in a team
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments
- ICTPRG302 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients

Elective Units:

- ICTWEB304 Build simple web pages
- ICTWEB305 Produce digital images for the web
- ICTWEB306 Develop web presence using social media
- ICTSAS308 Run standard diagnostic tests
- ICTSAS309 Maintain and repair ICT equipment and software
- ICTICT309 Create ICT user documentation

There are no pre requisites for any of the units of competency.

ENGLISH

YEAR 10

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts. They also create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

OBJECTIVES

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

- evaluate how text structures can be used in innovative ways by different authors
- explain how the choice of language features, image and vocabulary contributes to the development of individual style

- develop and justify their own interpretations of texts
- evaluate other interpretations, analysing the evidence used to support them
- listen for ways features within texts can be manipulated to achieve particular effects
- show how the selection of language features can achieve precision and stylistic effect
- explain different viewpoints, attitudes, and perspectives through the development of cohesive and logical arguments
- develop their own style by experimenting with language features, stylistic devices, text structures and images
- create a wide range of texts to articulate complex ideas
- make presentations and contribute actively to call and group discussions, building on other' ideas, solving problems justifying options and developing and expanding arguments
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing text

Unit 1	Unit 2	Unit 3	Unit 4
Dark arts of advertising • Selection of advertisements	**Creative Writing** • Novel study – Two Wolves	**Shakespeare's Representations** • Selection of Shakespearean films, plays and short story adaptions	**Film Representations** • Contemporary film study

Summative assessments

- Imaginative written

- Public audience written

- Imaginative spoken

- Analytical written

CRICOS Code 00608A

EXTENSION ENGLISH

YEAR 10

Pre requisites: ENG (B)

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts. They also create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

OBJECTIVES

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

- evaluate how text structures can be used in innovative ways by different authors
- explain how the choice of language features, image and vocabulary contributes to the development of individual style
- develop and justify their own interpretations of texts
- evaluate other interpretations,

- analysing the evidence used to support them
- listen for ways features within texts can be manipulated to achieve particular effects
- show how the selection of language features can achieve precision and stylistic effect
- explain different viewpoints, attitudes, and perspectives through the development of cohesive and logical arguments
- develop their own style by experimenting with language features, stylistic devices, text structures and images
- create a wide range of texts to articulate complex ideas
- make presentations and contribute actively to call and group discussions, building on other' ideas, solving problems justifying options and developing and expanding arguments
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Creating Future Perspectives • selection of dystopian texts	**First Nations Perspectives** • Novel study – Ghost Bird	**Creating Character Representations** • Using class novel to create character representations	**Shakespeare's Representations** • Romeo & Juliet

SUMMATIVE ASSESSMENTS

- Imaginative written
- Public audience written
- Imaginative spoken
- Analytical written

ENGLISH

YEAR 11 AND 12

GENERAL SENIOR SUBJECT

Pre-requisites: ENX (B) or ENG (B)

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_english_19_syll.pdf

ENGLISH & LITERATURE EXTENSION

YEAR 12 ONLY

GENERAL SENIOR SUBJECT

Pre-requisites: ENG (A) or ENX (A) Invitation only

English & Literature Extension is an extension of both the English and the Literature syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and

The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

PATHWAYS

English & Literature Extension is an Extension 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 English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources.

It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Engagement with English learning area subjects 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:
- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them

synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

STRUCTURE

Unit 3	Unit 4
Ways of reading - Engaging with various interpretive practices generated from a range of theoretical understandings about how meaning is made - Exploring different ways of reading or interpreting texts, and become familiar with various schools of thought and related reading practices - Creating analytical responses for academic audiences	Exploration and evaluation - Independently demonstrating and applying understanding of the theoretical approaches introduced in Unit 3 - Evaluating learning throughout the course of study - In-depth exploration of texts and theoretical approaches - Creating analytical and evaluative responses for academic audiences

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response – reading and defence	20%	Summative internal assessment 3 (IA3): • Extended response – academic research paper	35%
Summative internal assessment 2 (IA2): • Extended response – complex transformation and defence	20%	Summative external assessment (EA): • Examination – theorised exploration of a short text	25%

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_english_add_lang_19_syll.pdf

LITERATURE

YEAR 11 & 12

GENERAL SENIOR SUBJECT

Pre-requisites: ENX (B) or ENG (B)

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_literature_19_syll.pdf

ESSENTIAL ENGLISH

YEAR 11 AND 12

APPLIED SENIOR SUBJECT

Pre-requisites: ENG (C)

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_ess_english_19_app_syll.pdf

HEALTH AND PHYSICAL EDUCATION

HEALTH

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: ENG (C)
Pre-requisites: Year 11: ENX (B) or ENG (B) & HEA ©

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 to draw conclusions about about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
How we measure health	Health concerns of young people	Health behaviours of young people	Working in health

Year 11 and 12

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

ASSESSMENT

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Examination — extended response	Investigation — analytical exposition	Investigation — action research	Examination — extended response

Year 11 and 12

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website:

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_health_25_syll.pdf

PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: HPE (C) or HPS (C) &
ENG (C).

Pre-requisites: Year 11: ENX (C) or ENG (B) &
HPE ©

Physical Education provides students with
knowledge, understanding and skills to explore
and enhance their own and others' health and
physical activity in diverse and changing
contexts.

Across the course of study, students will engage
in a range of physical activities to develop
movement sequences and movement strategies.
Students optimise their engagement and
performance in physical activity as they develop
an understanding and appreciation of the
interconnectedness of these dimensions.

Students learn how body and movement
concepts and the scientific bases of biophysical,
sociocultural and psychological concepts and
principles are relevant to their engagement and
performance in physical activity. They engage in
a range of activities to develop movement
sequences and movement strategies.

Students learn experientially through three stages
of an inquiry approach to make connections
between the scientific bases and the physical
activity contexts. They recognise and explain
concepts and principles about and through
movement, and demonstrate and apply body and
movement concepts to movement sequences
and movement strategies.

Through their purposeful engagement in physical
activities, students gather data to analyse,
synthesise and devise strategies to optimise
engagement and performance. They engage in
reflective decision-making as they evaluate and

PATHWAYS

A course of study in Physical Education can
establish a basis for further education and
employment in the fields of exercise science,
biomechanics, the allied health professions,
psychology, teaching, sport journalism, sport
marketing and management, sport promotion,
sport development and coaching.

OBJECTIVES

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

- recognise and explain concepts and
  principles about movement
- demonstrate specialised movement
  sequences and movement strategies
- apply concepts to specialised movement
  sequences and movement strategies
- analyse and synthesise data to devise
  strategies about movement
- evaluate strategies about and in
  movement
- justify strategies about and in movement
- make decisions about and use language,
  conventions and mode-appropriate
  features for particular purposes and
  contexts.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
• Functional Anatomy • Aquathon and resistance training	• Strategy in sport • Badminton	• Ethics and Integrity in Sport • Volleyball	• Energy systems and performance • Netball / Basketball

Year 11 and 12

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

ASSESSMENT

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
• Examination — unseen • Performance	• Project – multi-modal	• Investigation —written response • Performance	• Examination — unseen • Performance

Year 11 and 12

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_pe_25_syll.pdf

SPORT & RECREATION

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL
Pre-requisites: Year 11: SRE (C)

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purpose

PATHWAYS

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

OBJECTIVES

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

- Investigate activities and strategies to enhance outcomes

- Plan activities and strategies to enhance outcomes.

- Perform activities and strategies to enhance outcomes.

- Evaluate activities and strategies to enhance outcomes.

STRUCTURE

YEAR 10

Unit 1	Unit 2	Unit 3	Unit 4
• Evolution of sport • Net and court sports	• Sports Nutrition • Invasion games	• Outdoor education and adventure opportunities • Games and sports	• Sports Injuries • Aquatic games

Sport & Recreation is a four-unit course of study.

Available topics	
• Aquatic recreation • Athlete development and wellbeing • Challenge in the outdoors • Coaching and officiating • Community recreation • Emerging trends in sport, fitness and recreation	• Event management • Fitness for sport and recreation • Marketing and communication in sport and recreation • Optimising performance • Outdoor leadership • Sustainable outdoor recreation

ASSESSMENT

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
• Investigation – multimodal • Performance	• Performance	• Performance	• Examination — unseen • Performance

Year 11 and 12

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result. Assessment in Sport & Recreation requires students to:

- investigate activities and strategies to enhance outcomes

- plan activities and strategies to enhance outcomes

- perform activities and strategies to enhance outcomes

- evaluate activities and strategies to enhance outcomes

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/seniorqce/syllabuses/snr_sport_recreation_24_app_syll.pdf

EARLY CHILDHOOD STUDIES

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL

Pre-requisites: Year 11 & 12: EPR (C)

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care.

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

Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

PATHWAYS

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

OBJECTIVES

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

- Investigate the fundamentals and practices of early childhood learning.

- Plan learning activities

- Implement learning activities

- Evaluate learning activities

STRUCTURE

YEAR 10

Unit 1	Unit 2	Unit 3	Unit 4
Child Development	Story Telling	Let's Get Active	Play and Toy Making

Year 11 & 12

Early Childhood Studies is a four-unit course of study.

Available topics
• Play and creativity
• Literacy and numeracy
• Children's development
• Children's wellbeing
• Indoor and outdoor environments
• The early childhood education and care sector

ASSESSMENT

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Investigation	Project	Project	Project

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result. Assessment in Early Childhood Studies requires students to complete

- Investigations - through play-based activities
- Projects - through play-based activities

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/seniorqce/syllabuses/snr_early_childhood_24_app_syll.pdf

HUMANITIES

ECONOMICS

YEAR 10

Pre-requisites: ENG (C); MATHS B

YEAR 11 AND 12

GENERAL SENIOR SUBJECT

Pre-requisites: ENX (B) or ENG (B) MATHS (B)

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

As students develop intellectual flexibility, digital literacy and economic
thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

OBJECTIVES

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

STRUCTURE

ECONOMICS

GENERAL SENIOR SUBJECT

Pre-requisites: ENG (C) or ENG (C) MAT (B)

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics,

econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

OBJECTIVES

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

STRUCTURE

YEAR 10 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models	**Modified markets**	**International economics**	**Contemporary macroeconomics**

Assessment

- Examination – combination response
- Examination – response to stimulus
- Research report

YEAR 11 & 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic management

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%

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

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_economics_25_syll.pdf

LEGAL STUDIES

GENERAL SENIOR SUBJECT

YEAR 10

PRE-REQUISITES: ENG (C)

YEAR 11 AND 12

PRE-REQUISITES: ENG (B)

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes. values, justice and equitable outcomes.

PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

OBJECTIVES

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

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

YEAR 10 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Law, governance and change This unit provides students with an understanding of the following: • What is law • How do our courts work • How is law made • What makes a good law • How are cases decided: What is the jury	**Beyond reasonable doubt (criminal law)** • This unit provides introduction to the elements of key offences and defences in our criminal justice system	**Balance of probabilities (civil law)** • This unit examines how the law protects the rights and responsibilities of individuals and their behaviour and interaction with others	**Human rights in legal contexts** • This unit investigates the fundamental rights that belong to every person, both within Australian contexts and internationally

ASSESSMENT

- Examination – combination response

- Investigation – inquiry report

- Investigation – argumentative essay

- Investigation – Multimodal

YEAR 11 & 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_legal_25_syll.pdf

MODERN HISTORY

GENERAL SENIOR SUBJECT

YEAR 10

PRE-REQUISITES: ENG (C)

YEAR 11 AND 12

PRE-REQUISITES: ENG (B)

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, inclusive, democratic, and sustainable future.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	Movements in the modern world	National experiences in the modern world	International experiences in the modern world

ASSESSMENT

- Examination – essay

- Independent source investigation

- Examination – short response

YEAR 11 AND 12 STRUCTURE

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

Unit 1	Unit 2	Unit 3	Unit 4
• Alternative topic for Unit 1	• LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2		1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_modern_history_25_syll.pdf

PHILOSOPHY & REASON

GENERAL SENIOR SUBJECT

YEAR 10

PRE-REQUISITES: ENG (C)

YEAR 11 AND 12

PRE-REQUISITES: ENG (B)

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students will develop skills in high order thinking, analysis, synthesis and evaluation, and the ability to respond to issues and arguments in a variety of contexts.

The skills developed in this course can be applied across all high school subjects and prepare students for university courses in Law (Philosophy is an integral component of all Law courses) and across the Humanities subject areas.

PATHWAYS

Future pathways include study and employment in Small Business, Media, Commercial Law, Marketing, Politics, Government, Public Service, Education, Insurance, Finance, Education, Psychology, Environmental Studies and Social Sciences.

OBJECTIVES

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

YEAR 10 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Big Ideas and Paradoxes: Introduction to Philosophy	**How to Live a Good Life:** Morals, Ethics and the Philosophy of Living	**What's Your Argument?** Logic and Critical Thinking	**World Building:** Social and Political Philosophy

ASSESSMENT

- Examination – extended response

- Extended response – analytical essay

YEAR 11 AND 12 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** • Philosophy of religion • Philosophy of science • Philosophy of mind.	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_philosophy_reason_25_syll.pdf

GEOGRAPHY

GENERAL SENIOR SUBJECT

YEAR 10

PRE-REQUISITES: ENG (C)

YEAR 11

PRE-REQUISITES: ENG (B)

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography in the 21st century. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales.

These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. the globe, at a range of scales.

PATHWAYS

Geography develops skills that will be useful in a number of careers including:
Surveying, Engineering, Real Estate, Tourism, Geology, Town planning, Environmental science, Teaching, Park Management, Government organisations.

OBJECTIVES

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

- appreciate and promote a more sustainable way of life

- analysing and applying geographical knowledge

- students develop an understanding of the complexities involved in sustainable planning and management practices

- be informed and adaptable to interpret global concerns and make genuine and creative contributions to society

- contributes to development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Responding to Risk and vulnerability in hazard zones • Wellbeing- The unit examines how world views influence decisions on how to manage environmental and social change	**Responding to risk and vulnerability in hazard zones** • Geographies of Diseases- In this unit students develop an understanding of how natural and ecological hazards represent potential sources of harm to human life, health, income and property, and how such hazards may affect elements of the built and natural environments	**Responding to land cover transformations** • Ecosystems & Biomes- The unit investigates significant ecosystems and biomes, the complex living organisms within them, their physical environment, and all of their interrelationships with people and places that result in change or challenges.	**Environmental change and management** • Environmental change and management- The unit develops an understanding of significant interconnections between people, places and environments and explores changes that result from these interconnections and their consequences

ASSESSMENT

- Examination - response to stimulus exam
- Examination - short response
- Investigation field report
- Investigation data report

Year 11 and 12 Structure

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

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

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

Summative assessments

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_geography_25_syll.pdf

SOCIAL & COMMUNITY STUDIES
Year 10

Applied senior subject

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 acquire personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

PATHWAYS

A course of study in Social & 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:

1. Explain personal and social concepts and skills. Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.

2. Examine personal and social information. Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.

3. Apply personal and social knowledge. Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.

4. Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

YEAR 10 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Australia's place in the world Students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and future outlook.	**Arts and identity-** Students explore markers of identity as a social construct. They investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities.	**Foods and the community-** In this unit, students explore the profound connections between food, culture, and community, emphasizing the social, economic, and environmental aspects of food systems.	**Community service-** This unit aims to cultivate a sense of civic responsibility, empathy, and active engagement in students by providing meaningful opportunities to contribute to their local community.

Assessment
- Project
- Investigation
- Extended Response

YEAR 11 & 12 STRUCTURE
Social and Community Studies is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Lifestyle and financial choices	Healthy choices for mind and body	Relationships and work environments	Legal and digital citizenship

ASSESSMENT

UNIT 1	UNIT 2	UNIT 3	UNIT 4
A1: PROJECT Contemporary Lifestyles	**B1: PROJECT** Recreation and Leisure	**C1: PROJECT** Relationships	**D1: EXTEND RESPONSE** Law matters
A2: EXTENDED RESPONSE Money Management	**B2: INVESTIGATION** Food and Nutrition	**C2: INVESTIGATION** World of work	**D2: PROJECT** Digital technology and wellbeing

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_social_24_app_syll.pdf

TOURISM

Year 10

Applied senior subject

This subject will 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 and hospitality industries.

Tourism is more than just visiting new places; it is about understanding cultures, creating memorable experiences, and fostering connections between people.

Tourism will also assist in developing responsible attitudes and behaviours, establish positive relationships and networks, and encourage you to be an active and informed citizen who can participate effectively in the community.

Students develop a wide range of skills, including customer service, communication, event planning, marketing, and cultural sensitivity.

These skills are highly transferable and sought after in various industries such as hospitality, event management, destination marketing, and sustainable tourism.

PATHWAYS

Employment in Travel and Hospitality opens a pathway in travel agencies, tour operations, event or hotel management, adventure tourism, ecotourism, tourism policy, and even entrepreneurship.

OBJECTIVES

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

1. Explain tourism principles, concepts and practices.

2. Examine tourism data and information.

3. Apply tourism knowledge.

4. Communicate responses.

5. Evaluate projects.

YEAR 10 STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
The Travel and Tourism Industry: Learners will start on a journey to explore the world of travel and tourism, an exciting and vibrant global industry where organisations work together and contribute to economies around the world	**Exploring Marketing in Travel and Tourism** Learners will focus on understanding the concept of marketing mix strategies and the factors that create brand image while having an opportunity to produce promotional material or a promotional activity.	**Travel Planning:** Learners will investigate travel options for journeys outside their own country, including international gateways, plan a visit for a customer brief and provide important information for worldwide travellers.	**Sustainable Tourism** Learners will investigate the varied roles and responsibilities of eco-tourism and will examine and demonstrate a range of qualities tourists and eco-tourism resorts should apply.

ASSESSMENT

- Investigation
- Project

YEAR 11 AND 12 STRUCTURE

Tourism is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Tourism and Travel	**Tourism Marketing**	**Tourism Trends and Patterns**	**Tourism industry and Careers**

Assessment

UNIT 1	UNIT 2	UNIT 3	UNIT 4
A1: INVESTIGATION The impacts of Tourism	**B1: INVESTIGATION Marketing Campaign evaluation**	**C1: INVESTIGATION Tourism Trends**	**E1: INVESTIGATION Value of the Tourism Industry**
A2: PROJECT Traveller information pack	**B2: PROJECT Tourism Promotion**	**C2: PROJECT Sustainable Tourism Guide**	**E2: PROJECT Careers in Tourism**

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_tourism_24_app_syll.pdf

LANGUAGES
CHINESE

YEAR 10, 11 & 12
Pre-requisites: CHI (C) or Proficiency exam

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Susan Has Trouble	Family/Carers and Friends	Lifestyle and Leisure	Education

ASSESSMENT

- Short Response
- Combination Response

Year 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers and friends • Lifestyle and leisure • Education	探索世界 **Exploring our world** • Travel • Technology and media • The contribution of Chinese culture to the world	我们的社会; 文化和特性 **Our society; culture & identity** • Roles and relationships • Socialising and connecting with my peers • Individuals in society	我的现在和未来 **My present, my future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_chinese_19_syll.pdf

SPANISH

YEAR 10, 11 & 12

Pre-requisites: SPN (C) or Proficiency exam

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of Spanish language elements of Spanish to construct meaning.
- structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate Spanish.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
El biblioburro	Family/Carers and Friends	Lifestyle and Leisure	Education

ASSESSMENT

- Short Response
- Combination Response

Year 11 & 12

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo **My world** • Family/carers and friends • Lifestyle and leisure • Education	**La exploración de nuestro mundo —** **Exploring our world** • Travel • Technology and media • The contribution of Spanish culture to the world	**Nuestra sociedad; cultura e identidad —** **Our society; culture and identity** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mi presente; mi futuro — My present; my future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_spanish_19_syll.pdf

MATHEMATICS

GENERAL MATHEMATICS

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: MAT (B)
Pre-requisites: Year 11: MAT (C)

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

STRUCTURE

Year 10 Mathematics

Unit 1	Unit 2	Unit 3	Unit 4
• Simultaneous equation • Quadratic equation • Linear equation	• Transformations • Simple and compound interact • Exponential equation	• Geometric reasoning • Deductive reasoning • Probability	• Data • Networks

Year 11 and 12

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Semester 1 Year 10	Semester 2 Year 10
Summative internal assessment 1: • Term 1 Examination	Summative internal assessment 3: • Problem-solving and modelling task
Summative internal assessment 2: • Semester 1 Examination	Summative internal assessment 4: • Term 3 Examination
	Summative internal assessment 5:

	• Semester 2 Examination

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			

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/senior/subjects-from-2024/syllabuses

MATHEMATICAL METHODS

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: MAT (B)
Pre-requisites: Year 11: MAX (B) & Entrance exam

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

STRUCTURE
Year 10 Mathematics Extension

Unit 1	Unit 2	Unit 3	Unit 4
• Quadratic equation • Simultaneous equation	• Graph • Transformation • Rates of change • Logs	• Trigonometry • Pythagoras • Area and volume • Chance	• Combinations • Permutation • Data

Year 11 and 12

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Semester 1 Year 10	Semester 2 Year 10
Summative internal assessment 1: • Term 1 examination	Summative internal assessment 3: • Problem-solving and modelling task
Summative internal assessment 2: • Semester 1 examination	Summative internal assessment 4: • Term 3 Examination
	Summative internal assessment 5: • Semester 2 Examination

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			

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/senior/subjects-from-2024/syllabuses

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: MAT (A)
Pre-requisites: Year 11: MAX (B) & / or STM (C) & Entrance exam

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.

STRUCTURE

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

Year 10 Specialist Mathematics

Unit 1	Unit 2	Unit 3	Unit 4
• Pythagoras • Trigonometry • Surds • Complex numbers	• Vectors • Force • Linear and projectile motion.	• Matrices • Simultaneous equations • Combinations • Permutations • Pascals triangle	• Money and finance • Real numbers. • Linear and non-linear relationships

Year 11 and 12

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Semester 1 Year 10	Semester 2 Year 10
Summative internal assessment 1: • Term 1 examination	Summative internal assessment 3: • Problem-solving and modelling task
Summative internal assessment 2: • Semester 1 examination	Summative internal assessment 4: • Term 3 examination

	Summative internal assessment 5: • Semester 2 examination

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			

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/senior/subjects-from-2024/syllabuses

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL
Pre-requisites: Year 11 & 12: MAF (C)

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

STRUCTURE

Year 10 Foundation Mathematics

Unit 1	Unit 2	Unit 3	Unit 4
• Algebra • Quadratic equation • Linear modelling	• Graphing • Compound and simple interest • Pythagoras • Simple and compound interest	• Pythagoras • Volume and area • Chance	• Data • Network

Year 11 and 12

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Semester 1 Year 10	Semester 2 Year 10
Summative internal assessment 1: • Term 1 examination	Summative internal assessment 3: • Problem-solving and modelling task
Summative internal assessment 2: • Semester 1 examination	Summative internal assessment 4: • Semester 2 examination

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):	Summative internal assessment (IA4):

| • Common internal assessment (CIA) | • Examination |

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/senior/subjects-from-2024/syllabuses

SCIENCE
PHYSICS

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: ENX (C) or ENG (C) SCI (C)
& MAT (C)
Pre-requisites: Year 11: ENX (C) or ENG (B) PHY (C)
& MAX (C) or MAT (B)

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales.

They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Electricity in the Home	Sports Physics	Energy Systems	Laboratory Skills

Year 11 and 12

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

ASSESSMENT

Year 10

- Data test
- Student Experiment
- Research Investigation
- Examination

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_physics_25_syll.pdf

CHEMISTRY

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10 : ENX (C) or ENG (C) SCI (C) & MAT (C)
Pre-requisites: Year 11: ENX (C) or ENG (B) CHM (C) & MAX (C) or MAT (B)

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Chemical Structure, Properties and Reactions	Chemical Production	Acids & Bases	Collision Theory

Year 11 and 12

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

ASSESSMENT

Year 10

- Data test
- Student Experiment
- Research Investigation
- Examination

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_chemistry_25_syll.pdf

PSYCHOLOGY

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: ENX (C) or ENG (C) SCI (C) & MAT (C)
Pre-requisites: Year 11: ENX (C) or ENG (B) PSY (C) & MAX (C) or MAT (B)

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill 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 Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

OBJECTIVES

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

- describe 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
- communicates understandings, findings, arguments and conclusions.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Anatomy of the brain	Behavioural Psychology	Positive Psychology	Clinical Psychology

Year 11 and 12

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

ASSESSMENT

Year 10

- Data test
- Student Experiment
- Research Investigation
- Examination

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_psychology_25_syll.pdf

BIOLOGY

GENERAL SENIOR SUBJECT

Pre-requisites: Year 10: ENX (C) or ENG (C) SCI (C) & MAT (C)
Pre-requisites: Year 11: ENX (C) or ENG (B) BIO (C) & MAT (B) MAX (C)

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.

Field Work
Students enrolled in Biology must carry out field work to fulfil syllabus requirements.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Cellular Biology	Human Physiology	Ecosystem Dynamics	Genetics

Year 11 and 12

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis - thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

ASSESSMENT

Year 10

- Data test
- Student Experiment
- Research Investigation
- Examination

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

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

SUMMATIVE ASSESSMENTS

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

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_biology_25_syll.pdf

AQUATIC PRACTICES

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: SCI (C)
Pre-requisites: Year 11: Year 11: ENG or ENE (C) & AQP (C) & MAT or MAE (C)

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

PATHWAYS

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

OBJECTIVES

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

- describe concepts and ideas in aquatic contexts

- explain concepts and ideas in aquatic contexts

- demonstrate skills in aquatic contexts

- analyse information, situations and relationships in aquatic contexts

- apply knowledge, understanding and skills in aquatic contexts

- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose

- generate plans and procedures for activities in aquatic contexts

- evaluate the safety and effectiveness of activities in aquatic contexts

- make recommendations for activities in aquatic contexts

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Water safety	Weather and tides	Technology in the Marine Industry	Aquatic ecosystems

Year 11 and 12

Unit 1	Unit 2	Unit 3	Unit 4
Using the Aquatic Environment: • Snorkeling and Marine first Aid • Sailing	**Coastlines and Navigation:** • Coastlines • Navigation	**Recreational and Commercial fishing:** • Recreational Fishing • Commercial Fishing	**Marine Vessels** • Vessel design • Marine engineering

ASSESSMENT

Year 10

Students will complete a variety of assessment types including:

- Examination

- Practical skills

- Research tasks

THE ARTS

ART

YEAR 10 (1 YEAR COURSE)

Year 10 Art is centred on the individual learning style and interests of the student. The main aims of the course are to improve the student's art-making skills, to develop complex thinking skills, to understand how visual language communicates meaning and to improve design and composition skills.

The thematic concepts of study are 'Self-Portrait', and 'Impressionism Abstract Art' with a focus on social commentary.

STRUCTURE

- Impressionist self portrait

- Aus-deck Contemporary Australian identity

- Steam Punk Hat design

- Non-representational Art and Mixed Media

ASSESSMENT

- Self-portrait

- Written essay

- Skateboard deck written analysis

- Design and create a wearable hat with a Steam Punk influence

- Abstract and mixed media artwork

VISUAL ART

GENERAL SENIOR SUBJECT

Year 11 & 12 Course

Pre-requisites: ENX (B) or ENG (B)

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.

Students are required to set up and exhibit their artworks for an audience. This encourages students confidently and creatively contribute whilst responding and reflecting on their own artwork as well as the work of others.

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.

SYLLABUS OBJECTIVES

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: The Human Form • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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			

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_visual_art_19_syll.pdf

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

Year 11 & 12 Course

Pre-requisites: ENG (C)

Course overview

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 and time-based and using these in isolation or combination, as well as innovating new ways of working.

When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

PATHWAYS

A course of study in Visuals Art in Practice 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

SYLLABUS OBJECTIVES

By the conclusion of the course of study, students will have had the opportunity to:

1. Use visual arts practices.

- When making, students use art-making modes, media, technologies and skills to create artworks.
- They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests.

2. Plan artworks.

- When responding, students analyse key features of purpose and context to plan artworks.
- They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

- When making, students use visual language to create artworks for specific purposes and in specific contexts.
- They interpret existing stimulus and generate and express individualised ideas or ways of working.

4. Evaluate artworks.

- When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks.
- Students select and use visual arts terminology and language conventions when producing written, spoken or signed evaluations.

technology.

STRUCTURE

The Visual Arts in Practice course is designed around 4 units of work that build students skills and knowledge and understanding.

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) • Use media, technologies and skills. • Plan figurative and/or non-figurative artworks that represent self. • Communicate ideas that represent self. • Evaluate artworks that represent self.	• Looking outwards (others) • Use media, technologies and skills. • Plan artworks that represent local, national or global issues. • Communicate ideas about local, national or global issues in a social space. • Evaluate artworks that comment on local, national or global issues.	Clients • Use media, technologies and skills. • Plan commissioned artworks. • Communicate ideas that meet client needs and specifications. • Evaluate artwork proposals that respond to client needs and specifications.	Transform & extend • Use media, technologies and skills. • Plan artworks that represent a developing style and/or practice and connections between the work of self and others. • Communicate ideas that show inspiration and developed style. • Evaluate artworks of a chosen practitioner and their influence on own works

ASSESSMENT

For Visual Arts in Practice, assessment resquires students to complete 4 units of study. Each unit includes: 1 Project and 1 resolved artwork.

Unit 1	Unit 2	Unit 3	Unit 4
Assessment A1: Project — Looking inwards (self) Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) Planning and evaluation of experimental folio Planning and evaluation of folio must include one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or	**Assessment B1: Project — Looking outwards (others)** Prototype artwork One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes Planning and evaluation of prototype artwork Planning and evaluation of project must include one of the following: • Multimodal (at least two modes delivered at	**Assessment C1: Project — Clients** Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) Planning and evaluation of design proposal must include one of the following: • Multimodal (at least	**Assessment D1: Project — Transform & extend** Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) Planning and evaluation of folio of stylistic experiments Planning and evaluation of project must include one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or

equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Assessment A2: Resolved artwork — Looking inwards (self) One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes	**Assessment B2: Resolved artwork — Looking outwards (others)** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes	**Assessment C2: Resolved artwork — Clients** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes	**Assessment D2: Resolved artwork — Transform & extend** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_visual_art_prac_24_app_syll.pdf

DANCE

Year 10 (1 year course)

This course is a fun and practical way to learn more about dance. Students are encouraged to build knowledge and comprehension, develop as creative people and complex thinkers, and become effective communicators and participants in an interdependent world. All students are welcome.

STRUCTURE

- Popular Dance
- Contemporary

ASSESSMENT

- Performance
- Responding
- Choreography

DANCE IN PRACTICE

APPLIED SENIOR SUBJECT

Year 11 & 12 Course

In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

PATHWAYS

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

SYLLABUS OBJECTIVES

By the conclusion of the course of study, students will have the opportunity to:

1. Use dance practices.

- When making, students use dance concepts and dance skills to choreograph and perform dance works.

2. Plan dance works.

- When responding, students analyse key features of purpose and context to plan dance works.

- They make decisions, explore solutions and select strategies to achieve goals.

3. Communicate ideas.

- When making, students choreograph and perform dance works that suit purpose and context.

- When choreographing, students manipulate dance concepts to synthesise movement ideas into sequences to make a dance work that conveys ideas.

- When performing, they use dance skills to interpret and express ideas and intention.

4. Evaluate dance works.

- When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts.

STRUCTURE

The Dance in Practice course is designed around 4 units of work that build students skills and knowledge and understanding.

Unit 1	Unit 2	Unit 3	Unit 4
Technology	Celebration	Health	Industry
• Students develop critical and creative thinking skills through problem-solving and decision-making as they explore how technology influences decisions when making and responding in dance. • Through exploring a variety of dance contexts such as video clips, dance film, digital platforms, community dance festivals and creating promotional material for advertising campaigns, students	• Students explore dance used for celebration through choreographing, performing and responding experiences. • By exploring dance works for celebration events, they have opportunities to work individually and collaboratively to make and perform their own dance works and those of others.	• Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. • They investigate and develop an understanding of using dance with diverse	• Students develop industry skills by exploring a variety of dance styles and genres relevant to different sectors of the dance industry. • They explore and develop an understanding of the key requirements of working in the dance industry and explore these through choreography, performance and responding to dance.

are introduced to diverse perspectives, encouraging them to relate to others and develop community connections.		groups. • Students engage in relevant dance genres and styles to shape and share dance ideas through a range of learning experiences that explore the concept of health-related dance.	

ASSESSMENT

Assessment in Dance in Practice requires students to plan and choreograph dances for a specific group, communicate ideas and evaluate dance works. There are two assessment tasks per unit that focus on planning, evaluating and performance.

Choreographic Project	Performance	Performance Product	Choreography
Students plan, choreograph and evaluate a dance video for a selected artist or audience / for a celebration event connected to their community and for a selected sector of the dance industry in a genre or style of their choice.	A technique that assesses the physical demonstration of identified skills. Can be a performance of their choreography or teacher devised dance.	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	Students choreograph a dance for an identified group by adapting the choreography from Choreographic Project to be suitable.
• Choreography (recorded): up to 4 minutes Planning and evaluation of choreography: One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent.	• Performance (recorded): up to 4 minutes	• Performance (recorded): up to 4 minutes Planning of choreography and evaluation of performance must include one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent.	• Choreography (live or recorded): up to 4 minutes

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_dance_prac_24_app_syll.pdf

DRAMA

General senior subject

Year 11 & 12 Course
Pre-requisites: ENG (C)

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

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

PATHWAYS

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

OBJECTIVES

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

- apply knowledge of elements of drama, conventions, and skills of acting, critiquing, devising and directing in the communication of dramatic action and meaning.
- demonstration of the skills of acting are evidenced in a physical exhibition of performance and expressive skills.
- Responding and critiquing assessed in the analysis and/or evaluation components of internal assessment and extended response in the external assessment.
- Demonstration of the skills of devising and directing
- Apply literacy skills such as selecting appropriate language conventions for particular purposes and contexts.
- produce a new dramatic work.
- analyse dramatic languages by identifying, describing and examining the essential characteristics that contribute to the creation of dramatic action and meaning.
- evaluate dramatic languages to determine the effectiveness of the use of the dramatic languages in creating dramatic action and meaning, in their own work and that of others.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Share Through inquiry learning, the following are explored: explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures. focus on Australian voices and experiences, including those of Aboriginal peoples and Torres Strait Islander peoples create and present dramatic action and meaning	Reflect Through inquiry learning, the following are explored: Explore styles such as Realism, Magical Realism and/or Australian Gothic Theatre informing and challenging audiences, understanding and empathising with the truth of others' experiences, and celebrating what it is to be human.	Challenge Through inquiry learning, the following are explored: social commentary, and dramatic styles that question their world and advocate change. Students explore how dramatic form can be used to express philosophical and political viewpoints in action in society. educating, challenging, empowering and informing audiences make and respond to dramatic works that aspire to voice the difficult questions of human conscience	Transform Through inquiry learning, the following are explored: inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement. Greek Theatre, Elizabethan Theatre or Neoclassicism and their associated texts Students re-imagine, adapt and transform texts from inherited traditions into an expression of their emerging artistic voices, addressing the needs of a 21st century audience.

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance: 20%	15%	Summative internal assessment 3 (IA3): Practice-led project: 35%	35%
Summative internal assessment 2 (IA2): Dramatic Concept: 20%	25%	Summative external assessment (EA): 25% Examination	25%

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_drama_25_syll.pdf

MUSIC

Year 10 (1 year course)

Students will experience music through an exploration of musical elements within a variety of contexts, genres and styles. They to learn and advance your skills on a chosen instrument, whether it be drums, guitar, bass, singing or one of the more traditional instruments such as violin. All students are welcome, and foundation skills are taught to everyone.

Students learn to compose, perform and analyse Music across the year and have performance opportunities and workshops to enhance the learning experiences.

STRUCTURE

- Live and recorded Music Technology
- 21st Century Music
- Music in Media (Film, Video Games and advertising)

ASSESSMENT

- Composition
- Performance

MUSIC IN PRACTICE

APPLIED SENIOR SUBJECT

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music.

Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences.

PATHWAYS

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, music production (recording and live sound engineering), song-writing, music management and music promotions.

SYLLABUS OBJECTIVES

By the conclusion of the course of study, students will have the opportunity to:

1. Use music practices.
- When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.

2. Plan music works.
- When responding, students analyse key features of purpose and context to plan music works.
- They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

- When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context.
- When composing, they organise and synthesise music elements and concepts and compositional devices.
- When performing, students use technical skills to interpret music elements and concepts and communicate ideas.

4. Evaluate music works.

- When responding, students evaluate strengths, implications and limitations of their own work and the work of others.
- They make judgments and justify how ideas are communicated for audiences, purpose and contexts.
- Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

STRUCTURE

The Music in Practice course is designed around 4 units of work that build students skills and knowledge and understanding.

Unit 1	Unit 2	Unit 3	Unit 4
Music of Today • Students experiment with music elements and concepts, compositional devices and song-writing techniques for composition tasks. • They rehearse, refine and develop technical skills to shape and share music ideas, emotions and experiences relevant to contemporary music.	The Cutting Edge • Students connect with music in a variety of learning experiences that improve and refine their composition and performance skills with the application of technology. • Students learn how to be independent users of digital technologies and how to be safe, positive and responsible citizens online. They develop an enhanced understanding of who they are as an artist.	Building Your Brand • Students identify and develop their brand by investigating personal interests, skills and preferences in contemporary music; roles, opportunities and pathways available in the music industry; professional music industry practices and cultures; how to use and generate industry connections; skills and strategies for operating in the music industry. • Students engage with a range of contemporary music genres and styles available on music streaming platforms.	'Live' on stage! • Students experiment with music elements and concepts and compositional devices for composition tasks, and rehearse, refine and develop technical skills to shape and share music relevant to the entertainment or media industry. • Students learn how to be independent users of physical and digital technologies and how to be safe, positive and responsible citizens online. They develop an enhanced understanding of who they are as an artist.

ASSESSMENT

Assessment in Music in Practice requires students to plan music works, communicate ideas and evaluate music works. There are two assessment tasks per unit that focus on planning, evaluating, composing and performance.

Project-Composition	Project-Performance	Performance	Composition
Students plan, compose and evaluate a contemporary song.	Students perform a cover song They plan a performance and evaluate their own or others' performance of a cover song.	Students perform a cover of a contemporary music.	Students use music technology and production techniques to make a composition.
Composition: up to 3 minutes, One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	Performance (live or recorded): up to 4 minutes One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	Performance (live or recorded): up to 4 minutes	Composition: up to 3 minutes.

Further information about this course can be found on the QCAA Website.
HTTPS://WWW.QCAA.QLD.EDU.AU/DOWNLOADS/SENIOR-QCE/SYLLABUSES/SNR_MUSIC_PRAC_24_APP_SYLL.PDF

MEDIA

Year 10 (1 year course)

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

Media arts recognises that media forms can operate at either a mass level, where media is shared one way, or at an interpersonal level, where communication occurs between individuals and among online communities. Students critically reflect on the role of the media in society and consider how their own.

STRUCTURE

- Pre-Production: Short Film
- Production: Sweded Trailer
- Post Production: Film Marketing
- Fact or Fiction: Magazine Cover

ASSESSMENT

- Written Script, Storyboard, Treatment
- Production Sweded Trailer
- Marketing a film: Poster design and rationale
- Fact or Fiction: Identify bias and Time magazine cover
- One elective or community project

MEDIA IN PRACTICE

APPLIED SENIOR SUBJECT

Year 11 & 12 course

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

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

When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

PATHWAYS

A course of study in Media Arts in Practice can establish a basis for further education and employment in advertising, motion picture creation, directing, stop-motion animation, radio and television, sound and lighting design/operation, web and app design.

SYLLABUS OBJECTIVES

By the conclusion of the course of study, students will have had the opportunity to:

1. Use media arts practices.

• When making, students use media language, modes, technologies and techniques to make media artworks.

• They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

2. Plan media artworks.

• When responding, students analyse key features of purpose and context to plan media artworks.

• They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

• When making, students create media artworks that suit purpose and context.

• Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

4. Evaluate media artworks.

• When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations.

• Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

STRUCTURE

The Media Arts in Practice course is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) • Use media, technologies and skills. • Plan figurative and/or non-figurative artworks that represent self. • Communicate ideas that represent self. • Evaluate artworks that represent self.	Representation • Use media technologies and media techniques. • Plan media artworks for social media or gaming platforms. • Communicate ideas about representations. • Evaluate media artworks for social media or gaming platforms that include representations.	Community • Use media technologies and media techniques. • Plan media artworks that celebrate or advocate for community or inform audiences. • Communicate ideas about a selected community. • Evaluate media artworks that celebrate or advocate for community or inform audiences.	Persuasion • Use media technologies and media techniques. • Plan media artworks that follow marketing styles or trends for an identified purpose. • Communicate ideas through making persuasive media art works. • Evaluate media artworks in the specified context.

ASSESSMENT

Assessment in Media Arts in Practice requires students to plan media works, create projects linking to community and evaluate media works. There are two assessment tasks per unit that focus on planning, designing and evaluating media.

Unit 1	Unit 2	Unit 3	Unit 4
Assessment A1: Project — Personal viewpoints Students make and evaluate a design product and plan a media artwork that communicates a personal viewpoint about a societal issue. Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	**Assessment B1: Project – Representations** Students make a design product and plan a media artwork that explores representations. Students evaluate social media or gaming platforms. Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	**Assessment C1: Project — Community** Students make and evaluate a design product that communicates ideas about a person, event, issue or other aspect in a community. Students plan a media artwork. Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	**Assessment D1: Project — Persuasion** Students make and evaluate a persuasive pitch for a media artwork that follows marketing styles or trends for an identified purpose, including a design pitch. Students plan the media artwork. Design pitch One of the following: • Written: up to 800 words • Spoken: up to 4 minutes, or signed equivalent • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Assessment A2: Media artwork – Personal viewpoints Students implement the design product from Assessment A1 to make a media artwork that expresses a personal viewpoint.	**Assessment B2: Media artwork - Representations** Students implement the design product from Assessment B1 to make a media artwork for a social media or gaming platform that	**Assessment C2: Media artwork — Community** Students implement the design product from Assessment C1 to make a media artwork that celebrates, advocates for or informs audiences about a person, event or	**Assessment D2: Media Artwork – Persuasion** Students implement the design product from Assessment D1 to make a persuasive media artwork.

One of the following:	includes representations.	aspect of a community.	
	One of the following:	One of the following:	
• Audio: up to 3 minutes	• Audio: up to 3 minutes	• Audio: up to 3 minutes	
• Moving image: up to 3 minutes	• Moving image: up to 3 minutes	• Moving image: up to 3 minutes	
• Still image: up to 4 media artwork/s	• Still image: up to 4 media artwork/s	• Still image: up to 4 media artwork/s	

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_media_art_prac_24_app_syll.pdf

TECHNOLOGIES

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL
Pre-requisites Year 11: BSK (C), ISK (C), or ESK (C)

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further automotive, building and construction, engineering, furnishing and industrial graphics. Education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

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

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Lolly Dispenser	Timber Toy Truck	Computer Aided Design (CAD)	Timber Laptop Case

Year 11 & 12

The Industrial Technology Skills course comprises of four individual units, each chosen from the four separate industrial sectors. The intent of this subject is to cover a range of skills from the four separate industrial sector Applied senior syllabuses:

Building & Construction Skills	Engineering Skills	Furnishing Skills	Industrial Graphics Skills
- Site preparation and foundations - Framing and cladding - Fixing and finishing - Construction in the domestic building industry - Construction in the commercial building industry - Construction in the civil construction industry	- Fitting and machining - Welding and fabrication - Sheet metal working - Production in the structural engineering industry - Production in the transport engineering industry - Production in the manufacturing engineering industry	- Furniture making - Cabinet making - Interior furnishing - Production in the domestic furniture industry - Production in the commercial furniture industry - Production in the bespoke furniture industry	- Drafting for residential building - Computer-aided manufacturing drafting - Computer-aided drafting - modelling - Graphics for the construction industry - Graphics for the engineering industry - Graphics for the furnishing industry

ASSESSMENT

For Industrial Technology Skills, assessments for both Year 11 and Year 12 will each consist of the following:

- two projects

- two practical demonstrations

Assessment from Year 12 (Units 3 and 4) are used to determine the student's exit result.

Practical Demonstration	Project
Students perform a practical demonstration when manufacturing a product and reflect on industry practices, production skills and procedures.	Students manufacture a product and document the manufacturing process
Documentation • Practical demonstration: the skills and procedures used in 3–5 production processes • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	**Documentation** • 1 Product manufactured using the skills and procedures in 5–7 production processes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ind_tech_24_app_sy

ENGINEERING SKILLS

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL
Pre-requisites Year 11: BSK (C), ISK (C), or ESK (C)

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

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PATHWAYS

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

OBJECTIVES

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

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Welding Fundaments	Folding Shovel	Aluminium Pen Holder	Beach Fishing Equipment

Assessment
Year 10

Students will undertake a practical project for each unit. For assessment purposes each project is supported by a theory component to demonstrate the learning achieved through practical tasks.

Unit 1	Unit 2	Unit 3	Unit 4
Project Task	Project Task	Project Task	Project Task

Year 11 & 12

The Engineering Skills course comprises of four individual units chosen from the following curriculum options:

- Fitting and machining
- Welding and fabrication
- Sheet metal working
- Production in the structural engineering industry
- Production in the transport engineering industry
- Production in the manufacturing engineering industry

Year 11 & 12

ASSESSMENT

For Engineering Skills, assessment from Units 3 and 4 Year 12 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Practical Demonstration	Project
Students perform a practical demonstration when	Students manufacture a product and document

manufacturing a product and reflect on industry practices, production skills and procedures.	the manufacturing process
Documentation • Practical demonstration: the skills and procedures used in 3–5 production processes • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	Documentation • 1 Product manufactured using the skills and procedures in 5–7 production processes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_eng_24_app_syll.pdf

BUILDING & CONSTRUCTION SKILLS

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL
Pre-requisites Year 11: BSK (C), ISK (C), or ESK (C)

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

OBJECTIVES

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

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures.

STRUCTURE

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Timber Tool Box	Concreting	Landscaping and Painting	House and wall framing

ASSESSMENT

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
Project	Project	Project	Project

Year 11 & 12

The Building & Construction Skills course comprises of four individual units chosen from the following curriculum options:

- Site preparation and foundations

- Framing and cladding

- Fixing and finishing

- Construction in the domestic building industry

- Construction in the commercial building industry

- Construction in the civil construction industry

For Building & Construction Skills, assessments for both Year 11 and Year 12 will each consist of the following:

- two projects

- two practical demonstrations

Assessment from Year 12 (Units 3 and 4) are used to determine the student's exit result

Practical Demonstration	Project
Students perform a practical demonstration when manufacturing a product and reflect on industry practices, production skills and procedures.	Students manufacture a product and document the manufacturing process

Documentation	Documentation
• Practical demonstration: the skills and procedures used in 3–5 production processes • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	• 1 Product manufactured using the skills and procedures in 5–7 production processes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_construction_24_app_syll.pdf

• Students will require steel cap work boots

• Required to complete White Card Certification through school

HOSPITALITY PRACTICES

APPLIED SENIOR SUBJECT

Pre-requisites: Year 10: NIL
Pre-requisites: Year 11: HSD (C)

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

OBJECTIVES

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

- Demonstrate practices, skills and processes.
- Interpret briefs
- Select practices, skills and procedures.
- Sequence processes
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures.

STRUCTURE

YEAR 10

Unit 1	Unit 2	Unit 3	Unit 4
• Hygiene and Safety	• Dietary Requirements	• Baking and Cake making	• Event Planning

Hospitality Practices is a four-unit course of study.

Available topics
• Culinary trends • Bar and barista basics • In-house dining • Casual dining • Formal dining • Guest services

ASSESSMENT

Year 10

Unit 1	Unit 2	Unit 3	Unit 4
• Exam	• Investigation	• Project	• Project

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result. Assessment in Hospitality Studies requires students to complete:
- Practical demonstrations
- Projects (including at least two modes delivered at the same time)
- Investigations

Further information about this course can be found on the QCAA Website.
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_hospitality_24_app_syll.pdf

FASHION

YEAR 10 (1 YEAR COURSE)

Fashion is a significant part of life — every day, people make choices about clothing and accessories.

Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can solve problems and complete practical work.

STRUCTURE

- Constructing Fashion Items
- Fashion Illustration
- Decorating Textiles
- Sustainable Fashion

ASSESSMENT

- Project: garment construction using commercial pattern
- Project: folio of fashion illustrations
- Project: product using decorative techniques
- Project: garment upcycling

FASHION

APPLIED SENIOR SUBJECT

Year 10, 11 & 12

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

SYLLABUS OBJECTIVES

By the conclusion of the course of study, students will have had the opportunity to:

1. Demonstrate practices, skills and processes.
   - Students identify and reproduce skills in production tasks.

2. Interpret briefs.
   - Students use knowledge of practices and production processes to formulate design ideas.

3. Select practices, skills and procedures.

4. Sequence processes.
   - Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes.

5. Evaluate skills, procedures and products.

- Students evaluate skills and procedures to determine their efficiency and effectiveness in relation to task requirements.

- Adapt production plans, techniques and procedures.

- Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitations to allow them to fulfil the brief.

STRUCTURE

The Fashion course is designed around 4 units of work that build students skills and knowledge and understanding.

Unit 1	Unit 2	Unit 3	Unit 4
Collections - Students identify definition, scope and scale of fashion projects, including client needs and wants, budget, collection type or style, time constraints and number of pieces - They design a fashion collection for a specific brand, fashion category or other focus and produce fashion garment/s that are part of a fashion collection	Adornment - Students apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients - They produce adornment item/s for a specific client and design an adornment extension line to complement a collection from an existing designer	Slow Fashion - Students design and produce fashion garment/s that have been upcycled from preloved garments - They create an awareness campaign for the local community promoting sustainable fashion practices.	Historical Fashion Influences - Students design and produce fashion garment/s inspired by historical fashion influences. - They create a series of contemporary fashion drawings inspired by historical fashion influences.

Assessment

For Fashion, assessment resquires students to complete 4 units of study. Each unit includes 1 project resulting in a product and planning and evaluation.

Unit 1	Unit 2	Unit 3	Unit 4
Assessment D1: Project — Fashion collection Students design and present a fashion collection for a specific brand, fashion category or other focus. **Product:** presentation board, including drawings of related products for a specific brand, fashion category or other focus. **Planning and evaluation of project:** Multimodal (at least two modes delivered at the same time): • up to 5 minutes, • 8 A4 pages, • or equivalent digital media	**Assessment F1: Project — Adornment item** Students design and produce adornment item/s for a specific client. **Product** – Adornment item **Planning and evaluation of project:** Multimodal (at least two modes delivered at the same time): • up to 5 minutes, • 8 A4 pages, • or equivalent digital media	**Assessment C1: Project — Fashion Garment** Students design and produce fashion garment/s that have been upcycled from preloved garments. **Product** – Fashion Garment **Planning and evaluation of project:** Multimodal (at least two modes delivered at the same time): • up to 5 minutes, • 8 A4 pages, • or equivalent digital media	**Assessment B1: Project — Fashion Drawings** Students create a series of contemporary fashion drawings inspired by historical fashion influences. **Product:** inspiration board, including contemporary fashion drawings with historical influences annotated **Planning and evaluation of project:** Multimodal (at least two modes delivered at the same time): • up to 5 minutes, • 8 A4 pages, • or equivalent digital media
Assessment D2: Project – Fashion Garment Students design and produce fashion garment/s that are part of a fashion collection. **Product** – Fashion Garment **Planning and evaluation of project:** Multimodal (at least two modes delivered at the same time):	**Assessment F2: Project – Adornment extension line** Students create a series of drawings for an adornment extension line of items to complement the collection of an existing designer who does not currently produce adornment items. **Product -** inspiration board **Planning and evaluation of project:**	**Assessment C2: Project – Awareness Campaign** Students create an awareness campaign for the local community promoting sustainable fashion practices. **Product -** awareness campaign that uses technology, such as a fashion shoot, promotional or instructional video or	**Assessment B2: Project – Fashion Garment** Students design and produce fashion garment/s inspired by historical fashion influences. **Product** – Fashion garment **Planning and evaluation** Multimodal (at least two modes delivered at the

| | | blog. | same time): |
| up to 5 minutes,
8 A4 pages,
or equivalent digital media | Multimodal (at least two modes delivered at the same time):

• up to 5 minutes,
• 8 A4 pages,
• or equivalent digital media | blog.

Planning and evaluation
Multimodal (at least two modes delivered at the same time):

• up to 5 minutes,
• 8 A4 pages,
• or equivalent digital media | • up to 5 minutes,
• 8 A4 pages,
• or equivalent digital media |

Further information about this course can be found on the QCAA Website.

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_fashion_24_app_syll.pdf

QCIA (QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENTS) PROGRAM

COMMUNICATION & TECHNOLOGY (FUNCTIONAL LITERACY)

QCIA SENIOR SUBJECT

Pre-requisites: Completion of Year 10

Students will work at a different year level to peers. Work will be modified and presented in a practical manner and using visual materials.

Literacy will be integrated into real life experiences where practicable.

All aspects of the English Curriculum will be taught.

Additional Cost will be for travel usually public transport. $5 per week when cooking or when going on outings.

ASSESSMENT

Practical skills, projects, tests and bookwork.

PATHWAYS

Students will continue their Literacy education at the individual level they are working on.

English Communication or Communication & Technologies in Year 11/12, Work Experience.

OBJECTIVES

Will be based on individual student needs and requirements for their certificate of individual achievements.

COMMUNITY, CITIZENSHIP & THE ENVIRONMENT

QCIA SENIOR SUBJECT
Pre-requisites: Completion of Year 10

Students will focus on topics such as:

- Social learning

- Health and nutrition

- Personal well-being

- Personal development and physical activity

- Place and space

- Culture and identity

- Study of the local community

- Study of street food within the community

- Media and community projects

For senior students who are not studying geography or history this subject will provide a basic knowledge of the more important aspects of these subjects.

ASSESSMENT

Practical skills, projects, tests and bookwork.

Students will also engage in meal preparation – choosing recipes, shopping and cooking.

– Involvement in school and community, working as a team

– interacting with a wide range of people.

Additional cost will be for travel usually public transport. $5 per week when cooking or when going on outings.

PATHWAYS

Students will be introduced to skills and knowledge needed to make them independent citizens. They will also learn about society.

OBJECTIVES

Will be based on individual student needs and requirements for their certificate of individual achievements.

PERSONAL & LIVING DIMENSIONS (FUNCTIONAL MATHS)

QCIA SENIOR SUBJECT

Pre-requisites: Completion of Year 10

Students will work at a different year level to peers. Work will be modified and presented in a practical manner and using concrete materials.

Maths will be integrated into real life experiences where practicable.

Emphasis will be on time, money and measurement used around the home and for independence in the community.

Additional cost will be for travel usually public transport. $5 per week when cooking or when going on outings.

ASSESSMENT

Practical skills, projects, tests and bookwork.

PATHWAYS

Students will continue their Maths education at the individual level they are working. Maths in Year 11/12, Work Experience

OBJECTIVES

Will be based on individual student needs and requirements for their certificate of individual achievements.

LEISURE AND RECREATION

QCIA SENIOR SUBJECT

Pre-requisites: Completion of Year 10

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to identify, experience and participate in their own preferred leisure and recreation activities. They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.

ASSESSMENT

Practical skills, projects, tests and bookwork.

PATHWAYS

Students will investigate a variety of recreational and leisure pursuits and activities.

OBJECTIVES

Physical activities for leisure and recreation:

- Movement skills and challenges

- Group activities and fair play

- The importance of lifelong physical activity

- Preferred leisure and recreation activity

- Identifying preferences

- Participating in activities

- Performing Arts activities – dance, drama, music

- Visual and Media Arts activities

VOCATIONAL AND TRANSITION ACTIVITIES

QCIA SENIOR SUBJECT

Pre-requisites: Completion of Year 10

Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

ASSESSMENT

Practical skills, projects, tests and bookwork.

PATHWAYS

Students will engage in a variety of vocational and transition activities.

OBJECTIVES

Post-school pathways

- Options for living independently

- Vocational and transition options

- Accessing local and community resources

- Skills for life beyond school

- Self-knowledge

- Skills for managing self and others

- Independence skills

- Goal setting and decision making

VISUAL ARTS STUDIES

QCIA SENIOR SUBJECT

Pre-requisites: Completion of Year 10

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

Students explore and apply the materials, technologies and techniques used in art-making. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

PATHWAYS

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

ASSESSMENT

Practical skills, projects and bookwork.

Will be based on individual student needs and requirements for their Queensland Certificate of Individual Achievement.

OBJECTIVES

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

- follow logical steps and processes to plan an idea and make a decision

- use commercial programs to communicate processes

- experiment with different art materials

- apply art-making processes, concepts and ideas

- develop inclusive social skills working with a group of same aged peers in an inclusive classroom setting

- develop practical skills and apply to different art forms

- develop language and vocabulary directly related to an interest area

- generate plans and ideas and make decisions

- create communications that convey meaning to audiences

- evaluate art-making processes, concepts and ideas

MEDIA ARTS STUDIES

QCIA SENIOR SUBJECT

Pre-requisites: Completion of Year 10

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

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

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

PATHWAYS

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

OBJECTIVES

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

- identify media art-making processes

- demonstrate practical skills and apply creative skills using basic technologies required for media arts

- follow steps with media art-making processes, concepts and ideas

- use language communication skills to discuss media arts, according to context and purpose

- plan and modify media artworks using media art-making processes to achieve purposes

- develop inclusive social skills working with a group of same aged peers in an inclusive classroom setting

- develop practical creative skills and apply to different media art forms.

- develop language and vocabulary directly related to an interest area.

- create media arts communications that convey meaning to audiences

- evaluate media art-making processes and media artwork concepts and ideas.

- must have a working laptop and Adobe products supplied by the school.

ASSESSMENT

Practical skills, projects and bookwork using commercial programs to communicate creative skills and ideas. Will be based on individual student needs and requirements for their Queensland Certificate of Individual Achievement.

HOSPITALITY PRACTICES STUDIES

QCIA senior subject

Pre-requisites: Completion of Year 10 Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop a basic understanding of hospitality and the structure and operation activities in the food and beverage sector.

Students develop basic skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context.

Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts

PATHWAYS

A course of study in Hospitality Practices Skills can establish basic skills for further education and employment in the hospitality sectors of food and beverage.

OBJECTIVES

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

- communicate ideas and concepts from the food and beverage sector

- describe procedures in hospitality contexts from the food and beverage sector

- participate in safe work practices related to industry practices from the food and beverage sector

- develop skills to effectively work with others in an inclusive hospitality setting.

- develop skills in menu planning and food preparation including real-life learning of budgeting and shopping list.

- use practical hospitality skills effectively

- develop language and communication skills relating to hospitality industry

ASSESSMENT

- Practical skills, projects and bookwork relating to the development of hospitality skills

- Will be based on individual student needs and requirements for their Queensland Certificate of Individual Achievement.