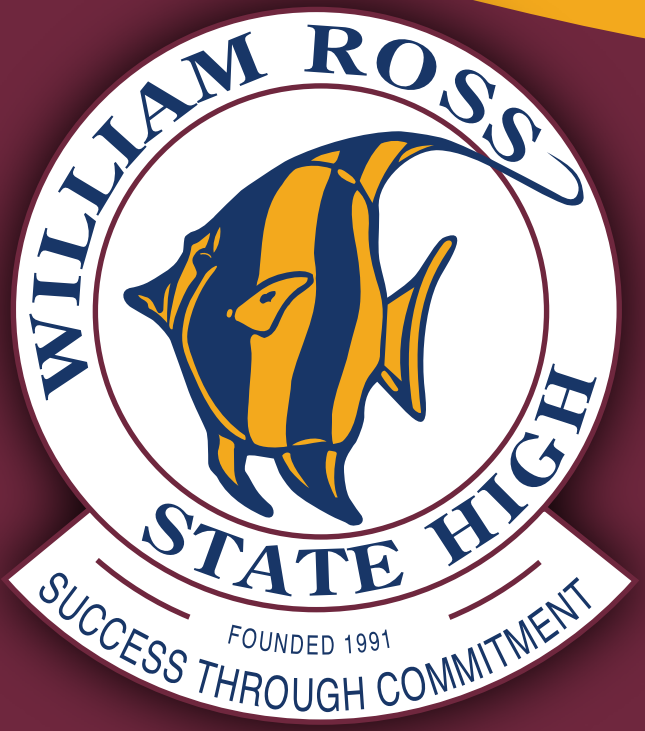
William Ross State High School

Senior Curriculum Handbook

2026



Principal Forward

At William Ross State High School, our goal is to support students as they prepare for their post-schooling pathways into further education, training or employment options. A major step in their educational journey is when the students move into Year 11 and 12. It is an exciting time.

The intention of this handbook is to provide relevant information for students to make informed, well counselled and realistic decisions when selecting subjects for Years 11 and 12. Our curriculum offerings provide a wide range of options for students, and attempts to cater to individual needs, interests and aspirations.

We encourage our students to use this post-compulsory schooling stage to develop life-long skills, habits and attitudes towards learning, to see them meet the expectations and requirements that will propel them into their futures. We expect to see them become the personification of our school motto*, "Success through Commitment"*.

We encourage parents and carers to discuss the subject offerings within this handbook with their student and to be actively involved in the decision making. They will play an important role in supporting the students and assisting them to be successful, in partnership with the school.

We are proud of our students, and we look forward to guiding and supporting them to achieve their full potential, ready for the future that lies before them.

We wish all of you every success.

Rob Slater

Principal

Statement of Intent

At William Ross State High School, our core belief is that ‘all students can succeed given the right support and opportunity'. In preparation for the Senior Phase of learning, this support includes intentional reflection of student ability and interest to inform the development of SET Plans.
As a school, it is our mission to ensure that 'education is a vehicle that will drive social and economic futures for our students'. We categorise these study plans into the following:

- ATAR (students intending to go to university)
- Vocational Education and Training (students intending to get apprenticeships and traineeships)
- Workforce

William Ross State High School has a strong history of exceptional rates of QCE attainment. We achieve this as a school by supporting students to make informed choices in developing their SET Plan and Stepping into Senior.

Beliefs about learning and wellbeing

ALL STUDENTS CAN LEARN

we deserve to feel safe, welcome and respected

all students can be self-directed and reflective learners

EVERYONE HAS A PART TO PLAY IN STUDENT SUCCESS

INTENTIONAL PATHWAY PLANNING IMPROVES STUDENT OUTCOMES

Teachers have high expectations of all learners

How To Use This Book

This book is designed to provide you with important information to help you decide on subject selection for Senior School.

Read it carefully. Use it to talk to your family, your teachers and the Guidance Officers about subject choices. Use it to fill out your subject selection form.

Remember

Whatever subjects you choose, doing your personal best has to be your objective and it needs to start from Day 1 of the school year.

Subject Changes

Students may change subjects at certain times of the year only. Opportunities for subject changes in Year 11 and 12 are extremely limited and are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available from the office. Students who wish to make a subject change outside of the allocated opportunities must do so through the Deputy Principal for Senior School.

When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, the school administration, HOD Senior School or the Guidance Officers. Each Year 10 student will have a SET Plan interview in Term 3.

How Can Guidance Officers Help?

Guidance Officers can help you to:

- Research information on careers and provide you with career information resources, choose subjects related to your career options
- Inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions (Universities, TAFE, Business Colleges, etc.) for specific courses
- Define career pathways which will help you to successfully reach your career aspirations
- Contact institutions and employees for further information.

Why Stay at School?

When thinking about options beyond Year 10, consider the advantages of continuing to Years 11 and 12.

You are more likely to find the job that you want.

Young people seeking employment are usually advantaged by completing Years 11 and 12, as employers are continuing to expect higher levels of education from job applicants.

It is a good base for further study.

Years 11 and 12 provide a foundation for further studies in colleges/TAFE, universities and for a variety of other learning opportunities.

You can develop your social and personal skills.

Those who choose to stay on at school are offered a range of experiences, which help students mature personally and socially - qualities which will enhance your future work, study and life prospects.

It is a chance to do what you like best!
Students are able to select many subjects and activities in Years 11 and 12, which cater for their individual interests.
Young people must be either <u>EARNING</u> or <u>LEARNING</u> until 17 years of age.
Students must complete **COMPULSORY** schooling which is: complete Year 10 or turn 16, whichever comes first. Then until their 17th birthday, they need to be earning or learning. This means they could be at TEC NQ, TAFE, working, Traineeship, Apprenticeship or school.

What To Expect If You Do Stay On

Will there be time for your out-of-school interests?
One of the main problems for Year 11 and 12 students is to strike a balance between study, family commitments, work commitments, sporting and social activities. It is not a good idea to totally exclude any of these activities, so it is up to you to decide on the best balance.
Can you work part-time?
Once you turn 15 you may be interested in looking for a part-time job. Handled properly, these jobs can add a new dimension to your life, broaden your experience, and, of course, increase your spending power without affecting your studies. However, working too many hours a week may affect your studies particularly if you are doing a demanding academic course.
How much will your workload increase?
As you have progressed through school you will have noticed that over the years the work has increased in both quantity and difficulty. You will certainly notice the difference in Year 11. Obviously, that means greater effort and much more time spent studying. You should expect to do a minimum of two hours study per night.
What will people expect from you?
Part of the process of getting older is that more is expected of you. Perhaps you have already noticed this within your family. Years 11 and 12 are no exceptions - there will be more demands, so your time will have to be managed very efficiently to meet deadlines.

Subject Selection

The subjects you choose for Year 11 will have an important effect on you whether you continue studying after Year 12 or obtain employment. So, consider not only what you like to do, but also what you are best at or most suited to. Knowing and understanding your interests, achievements and aims will help when you start to select subjects.

What do you know about the subjects on offer?
Knowing details about your possible subject options is essential. Talk to teachers, look at the books and materials used in the subjects, read all subject selection materials produced by the school, and find out how the subjects are taught and assessed.

- Check out the subjects needed for courses or occupations which interest you.
- Because subject selections are important, ask for help from a number of people, including parents, teachers and guidance officers.

Are there other possibilities?
If you are interested in a subject that we do not offer, talk to us and we may be able to arrange enrolment with Distance Education.

Factors you should take into account when making course/subject decisions

In selecting subjects for Years 11/12, care should be exercised so you pick suitable subjects for your needs.

In so doing, you will cover all career options and choose well-balanced courses you will enjoy doing. Perhaps you could apply the following six step Decision Making Model to the selection process.

Clarify in your own mind and write down just what decision you are trying to make.

1. **Get the question straight**
    - Which subjects do I really have to make decisions about?
    - By when do I have to make that decision?
    - What are my real options?
2. **Get the facts**
    - What are my abilities as shown by my past achievements?
    - What subjects have I enjoyed in Year 10?
    - What are the prerequisites for university courses or careers I am considering?
    - Have I read the subject descriptions in this handbook?
    - Have I consulted with people e.g. other students who have previously selected these subjects, the Guidance Officer, teachers, my parents/guardians?
    - Am I prepared to make the commitment those subjects require e.g. study, excursions, work experience?
3. **Weigh up the facts**
    - What are the most important considerations?
    - What are the consequences of each alternative?
    - You must list a number of choices and compare the advantages and disadvantages of each.
4. **Make a decision**
   Choose your subjects. This is best done after a period of time during which your unconscious mind has had time to weigh up the facts - for difficult choices it is an advantage to set a time limit and make the decision at that time.
5. **Check the results**
    - Do these subjects suit my situations?
    - Are they possible to achieve reasonable results in?
    - Check with some of the people previously mentioned to see if your choices are suitable.
6. **QCE**
    - Am I eligible for the Queensland Certificate of Education?
    - Do I have more than 20 QCE credits?

NOTE: Information regarding the many possible career options involved in your decision making can be obtained through consultation with the Guidance Officers.

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Contents

Introduction

The purpose of the Senior Curriculum Handbook is to support students and parents/carers in Year 11 and 12 subject selection. This handbook contains a list of all Queensland Curriculum and Assessment Authority (QCAA) subjects and VET courses that William Ross SHS will potentially be offering in 2026.

Senior Education and Training Plans (SET-Plans) will be developed and completed during Term 3 of 2025. Students will undertake a series of activities and events to thoroughly research and develop their SET-Plans. Below is an outline of activities that will occur during Term 3:

Term 3 2025		
Week 1	**Academic Audit** – Semester 1 results recorded in Student Learning Journals. Record rung placements and individual task results; teacher feedback and student actions for all subjects. **Wednesday 19th July**	**JCU Open Day** Students can explore their local JCU campus to get a taste of uni life, discover courses, pathways and scholarships, and chat with current students and staff. **Friday 18th July**
Week 2	**Distribution of Senior School Handbook** **Monday 21st July** **&** **Head of Department talks -** Special assemblies will occur in the PA Block. HoDs will outline potential subject offerings for 2026. Students will record information in their Learning Journal. **Monday 21st July – Friday 25th July**	**SET Planning Folio Distribution** Session 1 – Each student will receive a blue SET Planning Folio to keep. **Friday 25th July**
Week 4	**Careers Expo** at RSL Stadium (during school time and permission forms are required). **Monday 4th August – 12pm**	**Year 10 Step into Senior Parent Information and Subject Open Evening** HoDs and external partnerships will be available to have discussions with students/parents about potential subject selections and SET Planning. **Wednesday 6th August**
Week 5	**SET Plan Interviews -** 20 minute individual interview between student, parent/guardian and staff member to review SET Plan in OneSchool and approve subject selections for 2025. **Thursday 14th August & Friday 15th August** *School Group Photo's (selected students only)	
Week 6	All Year 10 students must complete their Year 11 subject selection by **Friday 22nd August**	

Senior Education Profile

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

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five scaled 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.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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.

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

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

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects 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.

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. The criteria for core courses of study include 200-300 hours of learning for each subject across the senior phase of learning.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should 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.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to 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.

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

Instrument-specific marking guides

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

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

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

As part of quality teaching and learning, schools should 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.

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Vocational Education Training (VET)

More than 95 per cent of Australia's secondary schools offering senior secondary programs now offer Vocational Education and Training (VET) to their senior students. This means that students gain practical work skills and nationally-recognised VET qualifications as part of their school education. At William Ross State High School, we pride ourselves on our high quality Vocational Education and Training Program.

VET programs assist students in obtaining high-level qualifications to enter the workforce.

VET in Schools programs provide:

Increased opportunities for students to continue their studies	An effective preparation for entry to the workforce through work placement opportunities
Challenging courses that suit a diverse range of students	An industry recognised qualification
Alternative pathways to work and further study	Opportunities for young people to combine work and study
Knowledge and skills that are vocationally relevant	A nationally recognised certificate that employers recognise and value.

It is important to remember that some VET programs incur **additional costs** and require commitment. Students will need to invest extra time in their course of study, both in class and on work placement.

VET subjects are offered as stand-alone Certificate courses. This means that students are assessed as either Competent (C) or Not Yet Competent (NYC). Their report cards will indicate Working Towards Competency (WTC), until the entire course has been completed and the students have achieved Competence in all the units.

We utilise partner RTO's to support the delivery of the following courses:

- Certificate III Fitness
- Certificate III Health Services Assistance
- Certificate III Business
- Certificate II Engineering Pathways
- Certificate I Construction
- Certificate III in Aviation
-

******This information will be shared later in the year when government changes are finalised******

Students who enrol in VET courses as part of their senior study are acknowledged within the Australian Qualifications Framework by the QCAA. On completion of the course, students are issued with a nationally recognised qualification, either a Certificate for completion of the qualification requirements or a Statement of attainment for partial completion of the Certificate requirements.

Work Experience Program

- Work Experience is an optional part of the VET curriculum at William Ross State High School over the course of year 10, 11 or 12.
- Work experience is encouraged to help students make informed choices about their pathway.
- Work experience evaluation forms (filled out by work experience supervisors, upon the completion of work experience) are an important addition to any student's portfolio. This can accompany their resume when applying for jobs, TAFE college enrolment, scholarships or bursaries.
- Work experience generally occurs during school holidays.
- Work experience is also recommended for students taking a tertiary pathway.
- Work experience provides students with an in-depth knowledge of an industry area within the work force. Experience in the working environment enables students to understand the occupation, roles, duties, education and training requirements as well as the employment opportunities for a particular job. This can assist in determining if they are genuinely interested in pursuing this area of industry, training or qualification. Work experience forms are available from our website.

PLEASE NOTE:

- Other requested work experience times outside of scheduled time periods can be organised on special request by students and parents. This can be done by contacting the VET HOD.
- The VET Department will support students to seek placement from their own sources to secure work experience where possible.
- All students must be covered by a Workplace Health and Safety contract whilst participating in work experience.
- Work experience contracts are generated by the school and signed by all relevant parties (parent/guardian, employer, student and principal) at least 7 days prior to the student commencing work experience.

School Based Apprenticeships and Traineeships (SATs)

Australian School Based Apprenticeships and Traineeships (SATs) allow students to work in industry on a part time basis as a trainee or apprentice whilst completing their QCE. Students are currently completing SATs in a variety of areas, namely: Child Care, Hairdressing, Business Administration, Hospitality, Retail, Animal Studies, Construction and Engineering.

Students are paid as part time employees and attend off the job training (either TAFE for one day per week or week long blocks that have been predetermined).

SATs are designed to enable students to work towards a vocational qualification (Certificate II or III level) whilst completing their senior education. SATs are paid employment for the time they work in the employer's workplace. Students who complete SATs receive structured competence-based training and are trained by a Registered Training Organisation (RTO) to obtain a nationally recognised qualification.

Advantages of completing a school-based apprenticeship or traineeship include:

- Commencing an apprenticeship while still at school with the option of continuing full time after completion of Year 12.
- Obtaining points to contribute towards the students Queensland Certificate of Education (QCE).
- Gaining a Vocational Education and Training (VET) qualification (which meets nationally recognised standards). Students do not pay for their theoretical training with the RTO while completing their SATs.

To obtain a SAT:

- Students can register an expression of interest with the VET HOD, when positions are advertised through the school.
- Gaining a SAT is a result of the students' own efforts. This is achieved through Structured Work Placement, part-time work, family and friends.
- In some instances, students may be able to convert their part-time job to a SAT.

Student Wellbeing

The Student Support Services Team (SSST) key purpose is to provide every student with opportunities to meet their potential. We aim to create a school community in which all student members feel that they belong, that they are safe and that they are worthwhile citizens.

Led by a Head of Department the team includes the Year Level Coaches (YLC's). Additionally, the department will liaise with the School Based Youth Health Nurse, School Based Police Officer, Chaplain, Defence School Mentor, Youth Support Coordinator, Engagement Team, Guidance Officers, Community Education Counsellors, as well as our Administration leadership Team. These people make up our Wellbeing Team. The Student Support Services Team (SSST) essentially focuses on the implementation of the Resilience Project which-is led by Year Level Coaches (YLC's) and delivered by teachers and support staff.

Issues which are of integral importance to this department include:

- an emphasis on the notion of service and leadership.
- the development of a positive community in each year level, and the school as a whole. This will include the facilitation of activities and events for each year level.
- the assurance that William Ross State High School is a safe, caring and happy place for all members of the school community.
- the monitoring of absences and non-achieving students, and the creation of success plans for such students.
- an emphasis on the continued implementation of PBL (Positive Behaviour Learning).

The Student Support Services Team (SSST) has high expectations of students and believes that if students and staff feel that they belong and that they are a part of something both worthwhile and great, they will be successful. The Student Support Services Team (SSST) oversees a comprehensive range of programs to foster a sense of school community and to ensure every student 'belongs' at William Ross State High School.

We want the very best school we can possibly have so that our students enter the world with confidence, high self-esteem and pride. We want our students to be well rounded and socially responsible citizens who believe in their own potential. We want all of our students to be on a pathway that will lead them to success.

Year 10 School Recommended Goal Posts for University Pathway (ATAR) and Industry Pathway

QCE Credits	University Pathway	General Subjects	Minimum Year 10 Result		QCE Credits	Industry Pathway	Applied Subjects	Minimum Year 10 Result
		University Pathway Subjects					**Industry Pathway Subjects**	
4	U	**Accounting**	B Mathematics	C English	4	I	**Aquatic Practices**	NIL
4	U	**Biology**	B Science	B English	4	I	**Essential English** *(25% common internal assessment)*	NIL
4	U	**Chemistry**	B Mathematics	B English	4	I	**Essential Maths** *(25% common internal assessment)*	NIL
4	U	**Design**	C English		4	I	**Business Studies**	NIL
4	U	**English**	B English		4	I	**Sport and Recreation**	NIL
					4	I	**Science in Practice**	NIL
4	U	**Film, Television and New Media**	C English		4	I	**Tourism**	NIL
					4	I	**Social & Community Studies**	NIL
					4	I	**Furnishing Skills**	NIL
					4	I	**Information & Communication Technology**	NIL
					4	I	**Visual Arts in Practice**	NIL
					4	I	**Drama in Practice**	NIL
					4	I	**Fashion**	NIL
					4	I	**Early Childhood Studies**	NIL
4	U	**General Mathematics**	B Mathematics Core C Mathematics Extension (MAT10A)					
4	U	**Health Education**	B English					
4	U	**Mathematical Methods**	B Mathematics Extension (MAT10A)					
4	U	**Modern History**	B English					
4	U	**Physical Education**	B English	B HPE				
4	U	**Physics**	B Mathematics	B English				
4	U	**Visual Art**	C English	C Visual Art				
			Short Courses					
			• **Literacy** • **Numeracy** • **Careers**					

It is compulsory at WRSHS that you select:

- ONE English subject: either English or Essential English
- ONE Mathematics subject: either General Maths, Mathematical Methods or Essential Maths

You then select **FOUR (4) electives** of your choice to allow you to achieve your Career Plan A or Career Plan B.

The minimum to achieve an ATAR (Australian Tertiary Admission Rank) for University is:

- 5 General subjects (you can study a maximum of 6 General subjects) OR
- 4 General subjects and a Certificate III or 1 Applied subject

Note: eligibility for an ATAR will require satisfactory completion of an English subject – to a C Level of Achievement at the end of Year 12.

Please Note:

*VETiS funding is only available for one VET or TAFE course. If you choose a combination of more than one of these, fees will apply.

*If the combination of Sport and Recreation, and Certificate III Fitness, you will not be enrolled in the Certificate II Sport & Recreation to avoid duplication of QCE Credits.

QCAA senior syllabuses

English

Applied
- Essential English

General
- English

Short Course
- Literacy

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods

Short Course
- Numeracy

Technologies

Applied
- Industrial Technology Skills
- Information & Communication Technology

General
- Design

Health and Physical Education

Applied
- Early Childhood Studies
- Sport & Recreation

General
- Health
- Physical Education

Sciences

Applied
- Aquatic Practices
- Science in Practice

General
- Biology
- Chemistry
- Physics

The Arts

Applied
- Drama in Practice
- Visual Arts in Practice

General
- Film, Television & New Media
- Visual Art

Humanities and Social Sciences

Applied
- Business Studies
- Social & Community Studies
- Tourism

General
- Accounting
- Legal Studies
- Modern History

Short Course
- Career Education

Languages

General
- Chinese

Vocational Education & Training (VET)

- Certificate II Hospitality

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating 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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

English
General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary 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): • Written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Spoken persuasive response	25%	Summative external assessment (EA): • Examination — extended response	25%

Literacy
Short Course

Short Course

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

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Early Childhood Studies

Applied senior subject

Applied

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

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

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

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

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

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	**Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	**Play-based learning activity** Implementation of activity: up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport & Recreation

Applied senior subject

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

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

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

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

Pathways

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

Objectives

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

- 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

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Health

General senior subject

The Health syllabus 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. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

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.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

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

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol 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

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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education

General senior subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

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): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

Business Studies

Applied senior subject

Applied

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Pathways

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

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Structure

Business Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies fosters 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.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

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:

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Tourism

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Structure

Tourism is a four-unit course of study. This syllabus contains five QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Accounting

General senior subject

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

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): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

General senior subject

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

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 • Australia's legal response to international law and human rights • 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 — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath,	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on

Unit 1	Unit 2	Unit 3	Unit 4
1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

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

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

Summative assessments

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

Career Education
Short Course

The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

The course is not intended to be a substitute for a quality career education service in a school, nor is it expected that teachers of this subject will provide career guidance to students. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

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

- demonstrate knowledge
- examine information
- apply knowledge to make recommendations
- communicate using oral and written forms
- appraise learning strategies.

Structure and assessment

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

Topic 1: My current skills and attributes	Topic 2: My options for the future
One presentation consisting of two parts: • interview or survey findings • learning journal.	One investigation consisting of two parts: • investigation • learning journal.

Chinese

General senior subject

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers • Peers • Education	探索世界 **Exploring our world** • Travel and exploration • Social customs • Chinese influences around the world	社会现象；文化和特性 **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	我的现在和未来 **My present; my future** • The present • Future choices

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 and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Essential Mathematics

Applied senior subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • 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

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

General Mathematics

General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • 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

<table>
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Mathematical Methods

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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Numeracy
Short Course

Short Course

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

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Aquatic Practices

Applied senior subject

Applied

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

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

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

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

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

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

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 ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Aquatic Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Science in Practice

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

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

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

Biology
General senior subject

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

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

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

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

Summative assessments

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Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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

Structure

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

Assessment

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

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

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Physics

General senior subject

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Structure

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

Assessment

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

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

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Industrial Technology Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

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 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, procedures and products
- adapt plans, skills and procedures.

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Technology Skills are:

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project		

Furnishing Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing 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 in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. 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.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

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

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

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

Design

General senior subject

General

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

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): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

Drama in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** 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
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** 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	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

Visual Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

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

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **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 OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** 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
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

Film, Television & New Media

General senior subject

General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art

General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students 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 interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
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Notes

Notes

Notes

William Ross
State High School

Success Through Commitment

Mervyn Crossman Drive, Annandale Qld 4814
07 4726 7666
admin@williamrossshs.eq.edu.au
williamrossshs.eq.edu.au