

# Narangba Valley State High School



## Year 10

Curriculum  
Handbook  
2024

*2026 cohort*

# SENIOR CURRICULUM HANDBOOK

## Subjects on offer at Narangba Valley State High School

Students entering Senior need to begin making some very important decisions about their futures. Many will be contemplating university, and Narangba Valley State High School has a proud tradition of working with students and their families to get the very best academic outcomes for them. Others will consider entering the workforce, enrolling in a full-time vocational course or pursuing an apprenticeship.

The senior subject syllabuses delivered at Narangba Valley State High School include General subjects, Applied subjects and Short Courses. Results in General and Applied subjects contribute to the award of a Queensland Certificate of Education (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.

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

Regardless of whether students intend to pursue an ATAR or Vocational pathway, all subjects and courses offered at Narangba Valley State High School contribute towards a QCE.

Narangba Valley State High School offers three categories of subjects to students in years 11 and 12.

- **General subjects**
- **Applied subjects**
- **VET (Vocational Education and Training) certificate Courses**

### **General Subjects**

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

- These subjects are clearly labelled throughout this book with a “**General senior subject**” header.
- These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state-wide in Queensland secondary schools and colleges.
- Some General subjects may be taken in Year 11 without prior study of similar subjects. However, Year 10 is the start of the Senior Phase of Learning and introduces students to key concepts and skills required for success in Years 11 and 12, therefore it would be very difficult to attempt subjects without a successful background in related Year 10 subjects.

### **Applied Subjects**

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.

- These subjects are clearly labelled throughout this book with an “**Applied senior subject**” header.
- Applied subjects are those devised from QCAA developed Syllabus documents or developed by the school for which a school's study plan or work program is accredited. Achievements in these subjects are recorded on the Senior Statement.
- Applied subjects emphasise practical skills and knowledge relevant to specific industries.
- An Applied subject result *may* contribute to an ATAR.

## Vocational Education and Training (VET)

- Narangba Valley State High School is registered to deliver some nationally recognised VET qualifications.
- Narangba Valley State High School has also partnered with some external Registered Training Organisations (RTOs) to deliver VET courses at school during school time.
- Student achievement in accredited VET qualifications is based on industry-endorsed competency standards and recorded on student Senior Statements. QCE credit points can be awarded for successful completion of a VET qualification or partial completion. The Australian Qualifications

Framework (AQF) is the national policy that regulates VET qualifications in Australian education and training. Some students may apply for Recognised Prior Learning (RPL) from completed VET qualifications/competencies to give advanced standing towards a traineeship or apprenticeship and/or credit on entry to higher level courses at TAFE institutes and other Registered Training Organisations.

**TAFE and other External Registered Training Organisation (RTO) provider Certificate Courses**  
**(only ATAR ineligible students can access externally delivered VET on days other than Wednesdays. Where a particular course runs on multiple days, non-ATAR students are required to enrol in courses that run on Wednesdays or online to avoid impacts of lost class time)**

***Please note that students who wish to participate in pathway variations eg external VET must have completed their CERT II Skills for Work and Vocational Pathways (VSW code). This includes late or new enrolments.***

- Vocational Pathway students may choose to study a VET qualification delivered by TAFE or other external RTO providers while they are enrolled at NVSHS.
- VET courses run on a designated day of the week as negotiated by the school with TAFE and other RTO providers. Students will be required to attend their external course for the duration of this day. Students are responsible for their own transport to and from their course.
- Students enrolling in these courses are considered external VET students and therefore are required to meet all personal and assessment expectations as set out by TAFE or other RTO providers. Students will also be required to pay their materials fee directly to TAFE or other RTO providers before commencing the course.
- When students attend the TAFE or other RTO provider campuses, they have the opportunity to access specialised industry specific equipment.
- Some TAFE and other RTO provider course fees are subsidised by Government funding. Most students are eligible to complete One (1) VETiS funded Certificate II or Certificate III qualification at TAFE or other Registered Training Organisation. One (1) User-Choice funding is available for School-based Apprentices/Trainees. **Please note that funding arrangements for courses and qualifications are annually reviewed by the Federal Government. Therefore, fees and funding arrangements are subject to change without notice.**
- Students who do not demonstrate satisfactory attendance/progress in their program of study at school will have their enrolments cancelled without refund or reimbursement of external course fees.
- Vocational Pathways students must abide by TAFE or external RTO's policies and procedures specified in that organisation's student handbook particularly concerning behaviour, absence and assessment. Narangba Valley SHS will work with external providers regarding performance feedback and student absences.
- Narangba Valley State High School is not responsible for external provider student enrolments, cancellations, attendance, complaints, fees or results. All enquiries should be made directly to the external provider.

## **Student Directed Learning (SDL)**

Narangba Valley State High School has a timetable that offers senior students flexibility in their Wednesday program, referred to as SDL.

Students who are ATAR eligible are automatically enrolled in TUTORIALS on Wednesdays.  
Students who are ATAR ineligible are automatically enrolled in a Certificate II in Financial Services on Wednesdays.

Students can then elect to CHANGE their SDL option through a *pathway variation*.

For example, they can:

- Enrol in TAFE (courses delivered on-campus at TAFE)
- Enrol in an “at school” VET course that is on our scope, and therefore does not use VETiS funding. Eg Certificate III in Business, Certificate III in Fitness.
- Enrol in an “at school” VET course delivered in partnership with an external RTO. Eg Certificate II in Auto. These use VETiS funding.
- Enrol in an online option. Eg Certificate IV in Justice Studies through Unity College, Headstart program from one of the Universities
- Sign up to a School-Based Apprenticeship or Traineeship (SAT).
- Participate in Work Sampling (work experience on Wednesday – *please note rules exist around maximum hours*)

Once a student has changed their SDL option and has an ACTIVE enrolment or participation in that option, their timetable will change to clearly show how they are spending their SDL time.

Students are expected to move flexibly across these SDL options in their time through senior. For example, a student may complete their Certificate II in Finance in Year 11, and then enrol in a TAFE course for Year 12, or complete some Work Sampling. The goal is to be on track to complete our QCE, and support a positive transition to further education, training or employment after school.

Remember that VET certificates are nationally recognised qualifications – they add value to a QCE and build a young person’s employability skills and confidence, helping them to distinguish themselves from others in competitive job markets.

Please note that to access a *pathway variation* students must have completed the Certificate II Skills for Work and Vocational Pathways (FSV code subject) with the embedded short courses in literacy, numeracy and careers. **This includes new and late enrolments.**

## QCAA curriculum - 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

*and*

- 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.

In addition to literacy and numeracy, General syllabuses and Short Courses 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 information & communication technologies (ICT) skills.

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
- Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

- best five General subject results OR
- best results in a combination of four General subject results plus an Applied subject OR
- best results in a combination of four General subject results plus a certificate III or higher VET qualification (this VET must be internally delivered).

### English requirement

Eligibility for an ATAR will require satisfactory completion of one of English or Essential English. 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.

**REMEMBER** that your ATAR is dependent on how well you achieve in your subjects. You need to choose subjects which you enjoy, you are motivated to learn in, and in which you have the best chance of doing well.

## General syllabus structure

The syllabus structure consists of a course overview and assessment.

### General syllabus course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabus course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study. Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

## **General syllabus 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.

### 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.

## External assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same
- day developed and marked by the QCAA according to a commonly applied marking scheme.

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

## Applied syllabus Structure

The syllabus structure consists of a course overview and assessment. Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content,

i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

### **Applied syllabus Assessment**

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

Assessment units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### **Instrument-specific standards matrixes**

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

## Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA. The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the
- QCAA common to all schools
- delivered to schools by the
- QCAA administered flexibly in
- Unit 3 administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

## Summative internal assessment — instrument-specific standards

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

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

## Short Courses

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

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Short Courses are delivered in Literacy and Numeracy to students with an identified need.



# SRS ELECTIVE FEES

Please note: all fees shown are PER YEAR and indicative of 2023 charges.

2024 Fees are yet to be determined – finalised Term 4.

## YEAR 10 2023

ENGINEERING SKILLS (PEN)	ENGINEERING PRINCIPLES & SYSTEMS (PES)	FURNISHING SKILLS (PFS)	VISUAL ARTS (PVA)	CERT III EARLY CHILDHOOD (VEC) (Total cost for 3 year course) Payment required in Year 10
\$57.00	\$52.00	\$83.00	\$45.00	\$200.00
VISUAL ARTS IN PRACTICE (PVP)	FASHION (PFZ)	HOSPITALITY SKILLS (PHP)	INSTRUMENTAL MUSIC (IM HIRE)	INSTRUMENTAL MUSIC (IM RESOURCE)
\$45.00	\$38.00	\$55.00	\$60.00	\$50.00

## YEAR 11 2023

ART – VISUAL (ART)	ART – VISUAL ARTS IN PRACTICE (VAP)	FURNISHING SKILLS (FUR)	ENGINEERING SKILLS (ESK)
\$60.00	\$60.00	\$77.00	\$70.00
HOSPITALITY PRACTICE (HPJ)	FASHION (FAZ)	CERT II IN HEALTH SUPPORT/ COMMUNITY SERVICES (VHE) (Year 11 only – Non- Eligible Vetis Funding Students)	CERT III IN FITNESS (VFI) (Total cost for 2 years – First Aid Component)
\$125.00	\$60	\$499	\$40
INSTRUMENTAL MUSIC (HIRE)	INSTRUMENTAL MUSIC (RESOURCE)		
\$60.00	\$50.00		

## YEAR 12 2023

HOSPITALITY PRACTICES (HPJ)	FASHION (FAZ)	ART – VISUAL (ART)	ART – VISUAL ARTS IN PRACTICE (VAP)	CERT III HEALTH SERVICES ASSISTANT (VHE) (Year 12 only)
\$125.00	\$60	\$60.00	\$60.00	\$399.00
FURNISHING SKILLS (FUR)	ENGINEERING STUDIES (ESK)	INSTRUMENTAL MUSIC (RESOURCE)	INSTRUMENTAL MUSIC (HIRE)	
\$107.00	\$81.00	\$50.00	\$60.00	

# QCAA senior syllabuses

## English

### Applied

- Essential English

### General

- English
- Literature

## Health and Physical Education

### Applied

- Sport & Recreation

### General

- Health
- Physical Education

## Humanities and Social Sciences

### Applied

- Social & Community Studies
- Tourism

### General

- Accounting
- Ancient History
- Business
- Geography
- Legal Studies
- Modern History

## Languages

### General

- Japanese
- Spanish

## Mathematics

### Applied

- Essential Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Sciences

### Applied

- Science in Practice

### General

- Biology
- Chemistry
- Physics
- Psychology

## Technologies

### Applied

- Engineering Skills
- Fashion
- Furnishing Skills
- Hospitality Practices
- Information & Communication Technology

### General

- Digital Solutions
- Engineering
- Design

## The Arts

### Applied

- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Visual Arts in Practice

### General

- Dance
- Drama
- Film, Television & New Media
- Music
- Visual Art

### General (Extension)

- Music Extension

### CONTENT

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every-day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

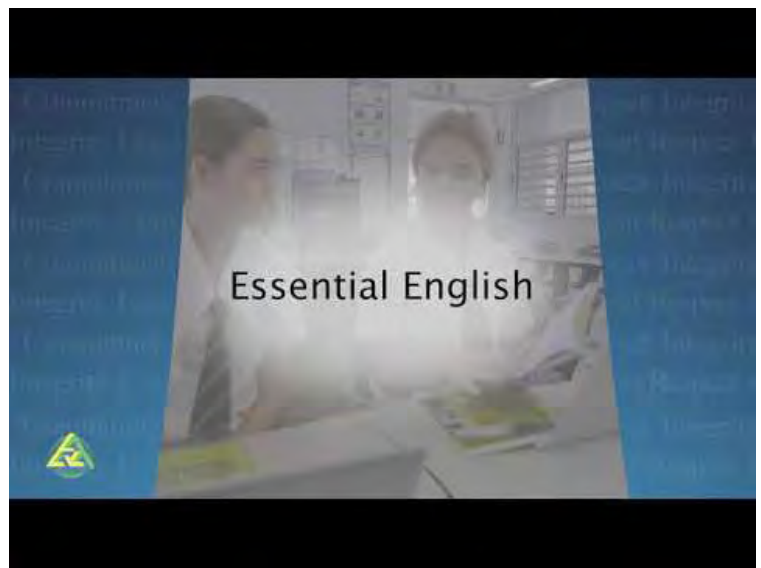
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Nil

### STRUCTURE

Essential English 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.

Essential English (PEE)		Essential English (ENE)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
My Interrogative Voice  My Influential Voice	My Inspired Voice  My Resilient Voice	Language that works	Texts and human experiences	Language that influences	Representations and popular culture texts
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Short response examination  Task 2: Extended response: multimodal response (persuasive pitch)	Task 3: Extended response: written response (creative proposal)  Task 4: Extended response: multimodal response (vlog)	FIA1: Short response examination  FIA2: Extended response: multimodal response (persuasive pitch)	FIA3: Extended response: written response (creative proposal)	IA1: Extended response: spoken/signed response (persuasive vlog)  CIA: Short response examination	IA3: Extended response: multimodal response (informative TED talk)  IA4: Extended response: written response (creative proposal)

### CONTENT

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

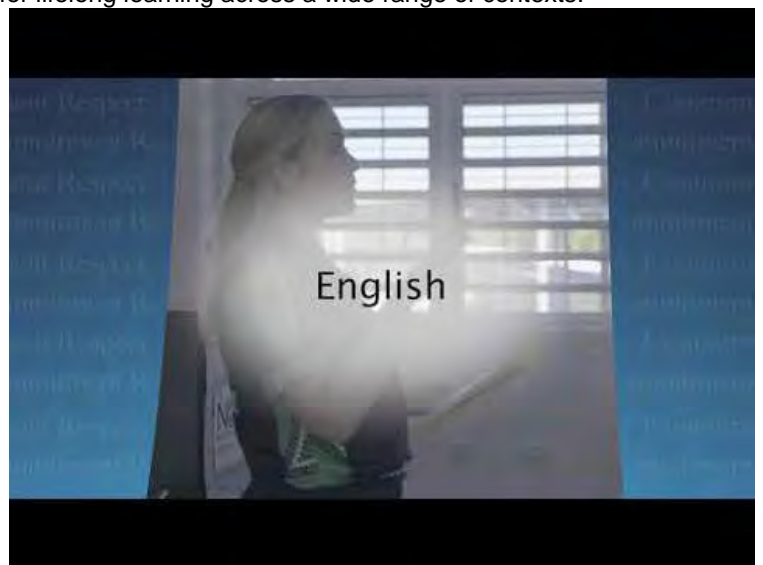
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep English.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of English. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

English (PGE)		English (ENG)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
My Poetic Voice My Perceptive Voice	My Ethical Voice My Cogent Voice	Perspectives and texts	Texts and culture	Textual connections	Close study of literary texts
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination: imaginative written response (short story) Task 2: Examination: analytical written response (analytical essay)	Task 3: Extended response: persuasive spoken response (persuasive speech) Task 4: Extended response: written response for a public audience (feature article)	FIA1: Extended response: written response for a public audience (feature article)	FIA3: Examination: imaginative written response (short story) FIA4: Examination: analytical written response (analytical essay)	IA1: Extended response: written response for a public audience (feature article) IA2: Extended response: persuasive spoken response (persuasive speech)	IA3: Examination: imaginative written response (short story) EA: Examination: analytical written response (analytical essay)

### CONTENT

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

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

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

### PATHWAYS

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

### OBJECTIVES

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

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

### PREREQUISITES

Students are required to achieve a minimum C in Prep Literature.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Literature. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Literature (PLT)		Literature (LIT)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
My Critical Voice My Reimagining Voice	My Creative Voice My Interpretive Voice	Introduction to literary studies	Texts and culture	Literature and identity	Independent explorations
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination: analytical written response Task 2: Extended response: imaginative spoken/multimodal response	Task 3: Extended response: imaginative written response Task 4: Examination: analytical written response	FIA1: Examination: analytical written response FIA2: IA2: Extended response: imaginative spoken/multimodal response	FIA4: Examination: analytical written response	IA1: Examination: analytical written response IA2: Extended response: imaginative spoken/multimodal response	IA3: Extended response: imaginative written response EA: Examination: analytical written response

# SPORT & RECREATION

APPLIED SUBJECT

## CONTENT

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.

## PREREQUISITES

Nil



## 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.

Sport & Recreation (PSR)		Sport & Recreation (REC)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Emerging trends in sport, fitness & recreation	Coaching & officiating	Fitness for sport & recreation	Emerging trends in sport, fitness & recreation	Event Management	Coaching & officiating
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Emerging Trends in Recreation- Investigation  Task 2: Orienteering- Performance	Task 3: Coaching and Officiating- Investigation  Task 4: Sports and Marketing- Project	FIA1: Nutrition- Investigation  FIA2: Fitness- Performance session	FIA3: Sports and Marketing- Multi Modal  FIA4: First Aid and CPR- Performance	IA1: Table Tennis- Project  IA2: Officiating- Project	IA3: Community Recreation- Investigation  IA4: Coaching- Performance

### CONTENT

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

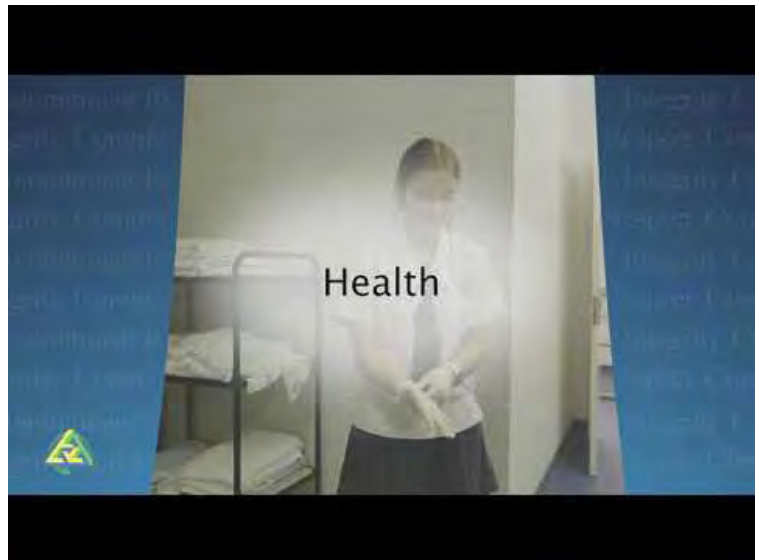
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep Health.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Health. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Health (PHE)		Health (HEA)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Peers and family as resources for healthy living	Community as a resource for healthy living	Resilience as a personal health resource	Peers and family as resources for healthy living	Community as a resource for healthy living	Respectful relationships in the post-schooling transition
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Sun safety Action Plan	Task 3: Anxiety/Homelessness Investigation report	FIA1: PERMA	FIA2: Alcohol	IA1: Investigation — action research IA2: Examination — extended response	IA3: Investigation — analytical exposition EA: Examination
Task 2: Body Image Analytical Essay	Task 4: Health promotion frameworks exam				

# PHYSICAL EDUCATION

GENERAL SUBJECT

## CONTENT

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## 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.



## PREREQUISITES

Students are required to achieve a minimum C in Prep Physical Education.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Physical Education. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Physical Education (PPE)		Physical Education (PED)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Biomechanics & equity	Tactical awareness & energy systems	Motor learning, functional anatomy, biomechanics and physical activity	Sport psychology, equity and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Biomechanics Folio	Task 3: Tactical Awareness Folio	FIA1: Biomechanics Exam	FIA3: Sports Psychology Folio	IA1: Project — folio IA2: Investigation — report	IA3: Project — folio EA: Examination — combination response
Task 2: Equity Investigation Report	Task 4: Energy Systems Exam	FIA2: Investigation Report	FIA4: Investigation Report		



# SOCIAL & COMMUNITY STUDIES

APPLIED SUBJECT

## CONTENT

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:

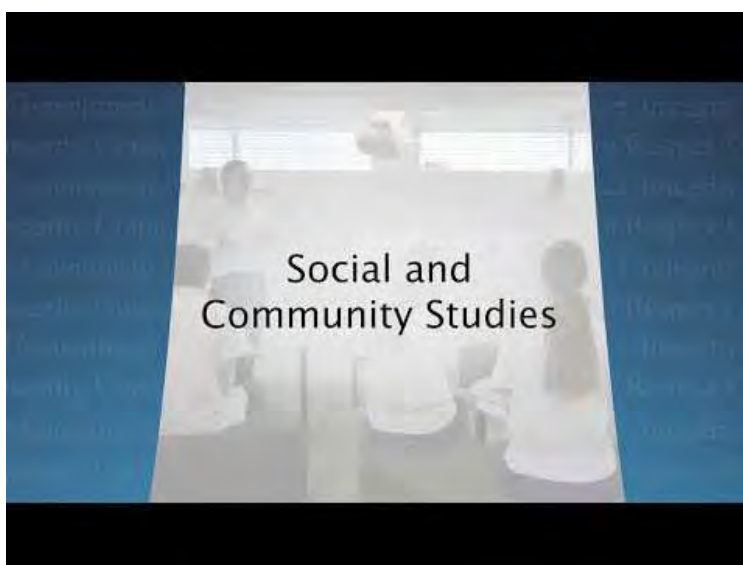
- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects

## PREREQUISITES

Nil

## STRUCTURE

Social & Community Studies 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.



Social & Community Studies (PCS)		Social & Community Studies (SCS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Australia's Place in the World	Science and Technology	Lifestyle & financial choices	Legal & digital citizenship	Healthy choices for mind & body	Relationships & work environments
Legally it Could be You	Arts and the community				
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Multimodal	Task 3: Spoken Extended response	FIA1: Multimodal	FIA3: Examination	IA1: Multimodal	IA3: Project
Task 2: Examination	Task 4: Product or performance	FIA2: Project	FIA4: Extended Response	IA2: Examination	IA4: Extended Response

### CONTENT

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:

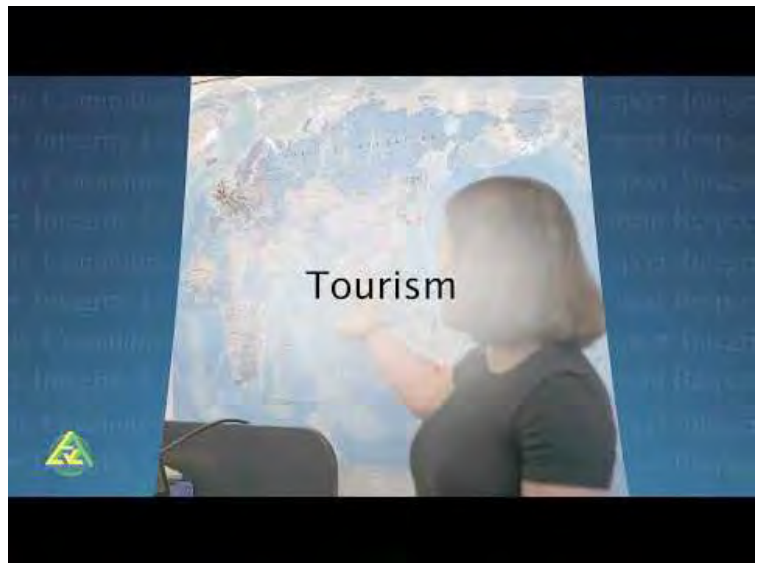
- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

### PREREQUISITES

Nil

### STRUCTURE

Tourism 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.



Tourism (PTO)		Tourism (TOU)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
The Tourism Industry and The Travel Experience	Sustainable Tourism and Technology and Tourism	Tourism & travel	Tourism industry & careers	Tourism trends & patterns	Tourism marketing
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination	Task 3: Multimodal	FIA1: Examination	FIA3: Investigation	IA1: Examination	IA3: Project
Task 2: Investigation	Task 4: Extended Response	FIA2: Investigation	FIA4: Project	IA2: Investigation	IA4: Examination

# ACCOUNTING

GENERAL SUBJECT

## CONTENT

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision making. Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations. Students develop numerical, literacy, technical, financial, critical thinking, decision making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate 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.

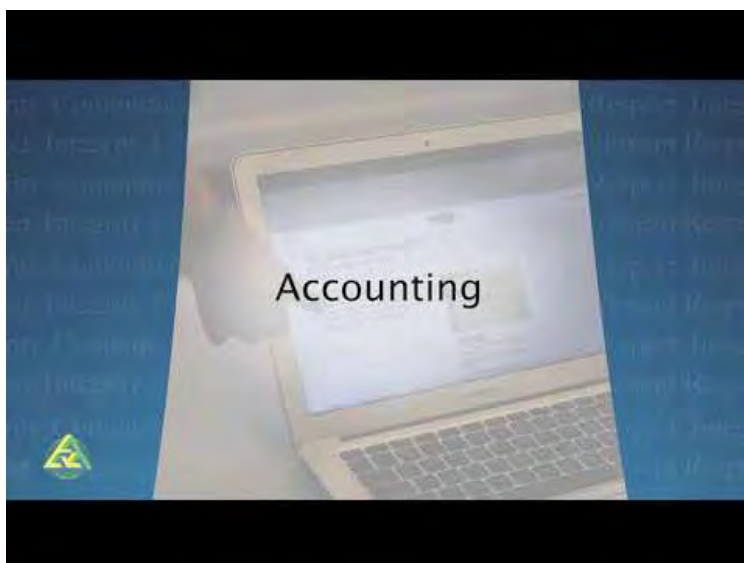
## OBJECTIVES

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

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

## PREREQUISITES

Students are required to achieve a minimum C in Prep Accounting.



## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Accounting. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Accounting (PAC)		Accounting (ACC)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
How is your Business Going?	Technology in Accounting	Real world accounting	Management effectiveness	Monitoring a business	Accounting—the big picture
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Short answer and Practical	Task 3: Practical (Computerised Accounting Package)	FIA2: Examination	FIA3: Examination FIA4: Project	IA1: Examination — combination response	IA3: Project — cash management
Task 2: Extended Response and Practical	Task 4: Multi-Modal			IA2: Examination — combination response	EA: Examination — short response

# ANCIENT HISTORY

GENERAL SUBJECT

## CONTENT

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

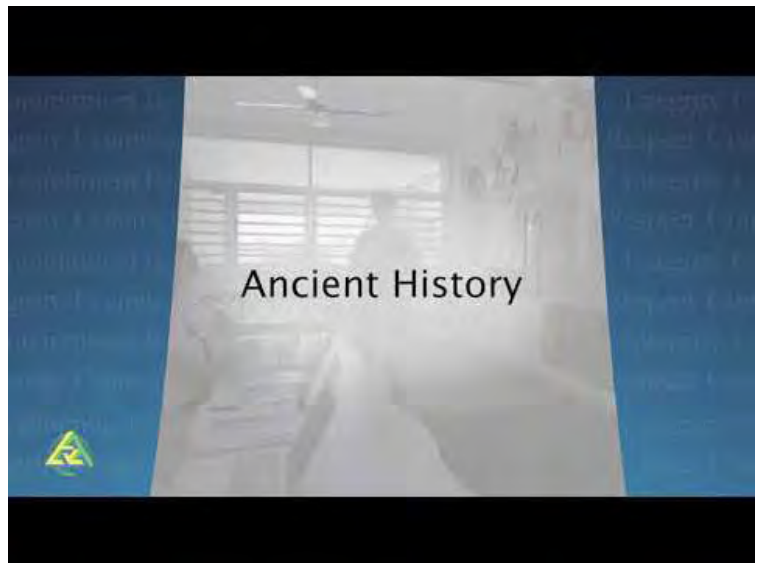
## PATHWAYS

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

## OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.



## PREREQUISITES

Students are required to achieve a minimum C in Prep Ancient History.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Ancient History. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Ancient History (PAN)		Ancient History (AHS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Vikings and Mythologies	Han Dynasty and the Medieval Crusades	Investigating the ancient world	Personalities in their time	Reconstructing the ancient world	People, power and authority
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination (Short Responses to Historical Sources)	Task 3: Research Essay	FIA1: Independent source investigation	FIA3: Investigation — historical essay based on research	IA1: Examination — essay in response to historical sources	IA3: Investigation — historical essay based on research
Task 2: Independent Source Investigation	Task 4: Historical Essay under Exam Conditions	FIA2: Examination — essay in response to historical sources	FIA4: Examination — short responses to historical sources	IA2: Investigation — independent source investigation	EA: Examination — short responses to historical sources

### CONTENT

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

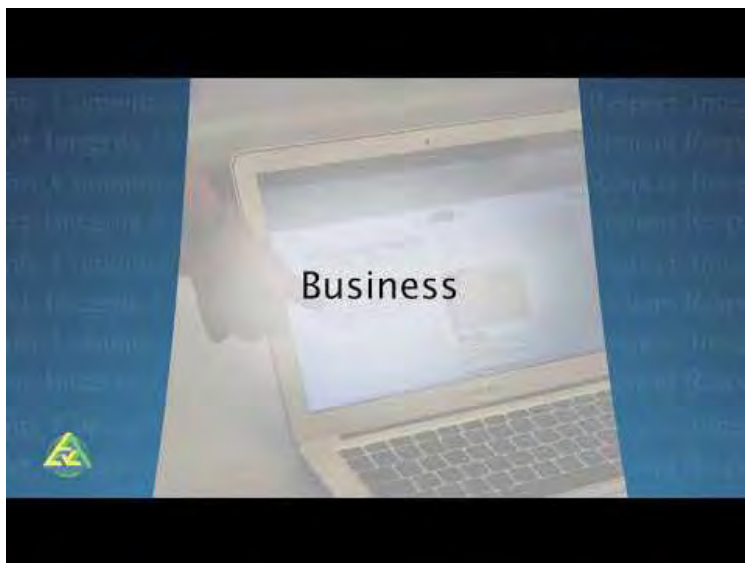
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep Business.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Business. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Business (PBU)		Business (BUS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Entrepreneurship	Business Operations	Business creation	Business growth	Business diversification	Business evolution
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination	Task 3: Feasibility Study	FIA2: Investigation-Business Report	FIA3: Extended response — feasibility report	IA1: Examination — combination response	IA3: Extended response — feasibility report
Task 2: Report	Task 4: Report		FIA4: Examination — combination response	IA2: Investigation — business report	EA: Examination — combination response

### CONTENT

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

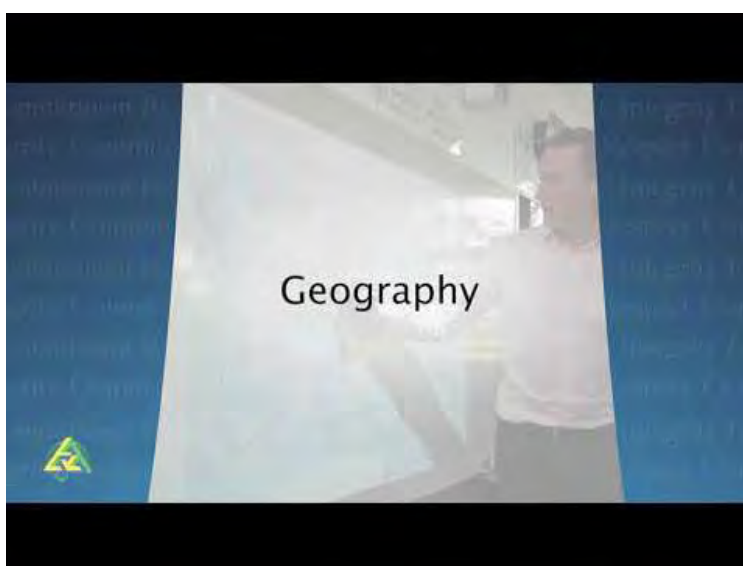
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep Geography.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Geography. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Geography (PGG)		Geography (GEG)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Environmental Change and Management	Geographies of Wellbeing	Responding to risk and vulnerability in hazard zones	Planning sustainable places	Responding to land cover transformations	Managing population change
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination	Task 3: Examination	FIA2: Investigation — data report	FIA3: Investigation — field report	IA1: Examination — combination response	IA3: Investigation — data report
Task 2: Field Report	Task 4: Data Report		FIA4: Examination — combination response		

# LEGAL STUDIES

GENERAL SUBJECT

## CONTENT

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## 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



## PREREQUISITES

Students are required to achieve a minimum C in Prep Legal Studies.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Legal Studies. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Legal Studies (PLG)		Legal Studies (LEG)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Legal Studies and Fair Trials	International Law (Discrimination and Sports)	Beyond reasonable doubt	Balance of probabilities	Law, governance and change	Human rights in legal contexts
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination  Task 2: Argumentative Essay	Task 3: Report  Task 4: Examination	FIA2: Investigation — inquiry report	FIA3: Investigation — argumentative essay  FIA4: Examination — combination response	IA1: Examination — combination response  IA2: Investigation — inquiry report	IA3: Investigation — argumentative essay  EA: Examination — combination response

# MODERN HISTORY

GENERAL SUBJECT

## CONTENT

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

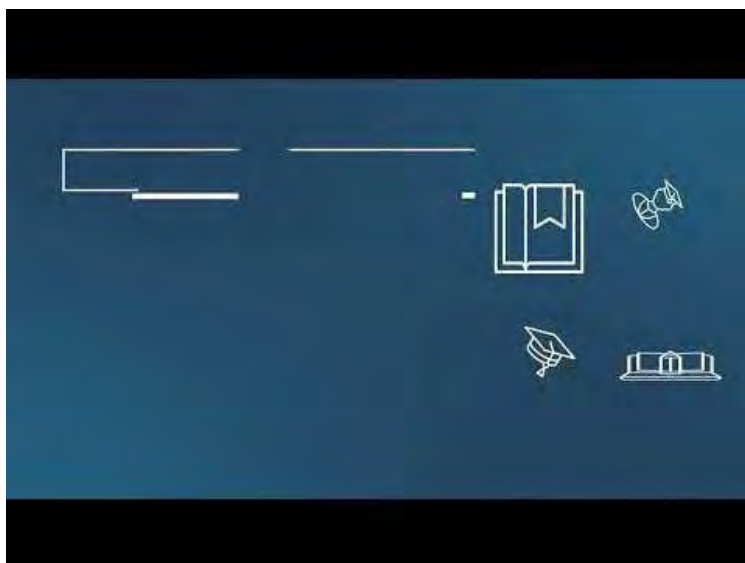
## PATHWAYS

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

## OBJECTIVES

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.



## PREREQUISITES

Students are required to achieve a minimum C in Prep Modern History.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Modern History. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Modern History (PMH)		Modern History (MHS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
World War II	Changing Australia and Globalisation	Ideas in the modern world	Movements in the modern world	National experiences in the modern world	International experiences in the modern world
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Examination Task 2: Source Investigation	Task 3: Essay Task 4: Examination	FIA2: Independent source investigation	FIA3: Investigation — historical essay based on research FIA4: Examination — essay in response to historical sources	IA1: Examination — essay in response to historical sources IA2: Investigation — independent source investigation	IA3: Investigation — historical essay based on research EA: Examination — short responses to historical sources



### CONTENT

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep Japanese.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Japanese. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Japanese (PJA)		Japanese (JPS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Topic One: My World	Topic One: Our Society	私の暮らし My world	私達のまわり Exploring our world	私達の社会 Our society	私の将来 My future
Topic Two: Exploring our world.	Topic Two: My Future				
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Exam – short response	Task 3: Exam – extended response	FIA1: Exam- Short response	FIA3: Exam- Extended response	IA1: Exam - short response	IA3: Exam- extended response
Task 2: Exam – combination response	Task 4: Exam – combination response	FIA2: Exam- Combination Response	FIA4: Exam- Combination Response	IA2: Exam - combination response	EA: Exam- combination response

### CONTENT

Spanish provides students with the opportunity to reflect on their understanding of the Spanish language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Spanish-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

### PATHWAYS

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

### OBJECTIVES

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

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

### PREREQUISITES

Students are required to achieve a minimum C in Prep Spanish.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Spanish. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Spanish (PSN)		Spanish (SPN)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Topic One: My World Topic Two: Exploring our world.	Topic One: Our Society Topic Two: My Future	Mimundo My world	La exploración de nuestro mundo Exploring our world	Nuestra Sociedad Our society	Mi future My future
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Exam – short response	Task 3: Exam – extended response	FIA1: Exam- Short response	FIA3: Exam- Extended response	IA1: Exam-short response	IA3: Exam-extended response
Task 2: Exam – combination response	Task 4: Exam – combination response	FIA2: Exam-Combination Response	FIA4: Exam-Combination Response	IA2: Exam-combination response	EA: Exam-combination response

# ESSENTIAL MATHEMATICS

APPLIED SUBJECT

## CONTENT

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

## PATHWAYS

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

## OBJECTIVES

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

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



## PREREQUISITES

Nil

## STRUCTURE

Essential Mathematics 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.

Essential Mathematics (PEM)		Essential Mathematics (MAE)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Number Reading and Interpreting Graphs Measurement Pythagoras and Trigonometry Angle Relationships Geometry	Data Collection Methods Financial Literacy Rates Statistics Probability Linear Equations	Number, data and graphs	Money, travel and data	Measurement, scales and data	Graphs, chance and loans
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Exam	Task 3: Exam	FIA1: PSMT	FIA3: PSMT	IA1: PSMT	IA3: PSMT
Task 2: Problem-Solving Modelling Task	Task 4: Exam	FIA2: Exam	FIA4: Exam	IA2: Exam	IA4: Exam

# GENERAL MATHEMATICS

GENERAL SUBJECT

## CONTENT

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

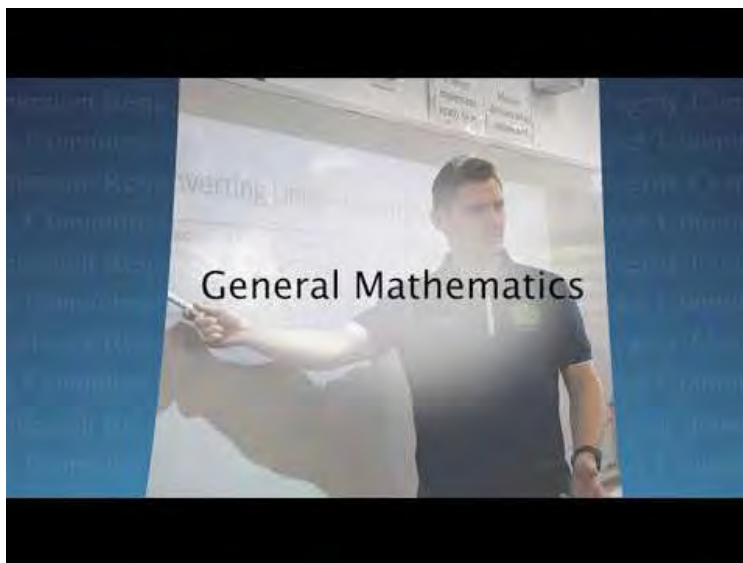
## PATHWAYS

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

## OBJECTIVES

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

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



## PREREQUISITES

Students are required to achieve a minimum C in General Mathematics.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of General Mathematics. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

General Mathematics (PGM)		General Mathematics (MAG)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Applications of Finance Linear Equations and Inequalities Statistics Applications of Pythagoras and Trigonometry Solving Linear and Simultaneous Equations	Arithmetic Sequencing Further Statistics Volume and Surface Area Further Applications of Finance Networks Earth Geometry	Money, measurement and relations	Applied trigonometry, algebra, matrices and univariate data	Bivariate data, sequences and change, and Earth geometry	Investing and networking
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Exam Task 2: Exam	Task 3: Problem-Solving Modelling Task Task 4: Exam	FIA1: Exam	FIA2: PSMT FIA4: Exam	IA1: PSMT IA2: Exam	IA3: Exam IA4: External Exam

# MATHEMATICAL METHODS

GENERAL SUBJECT

## CONTENT

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

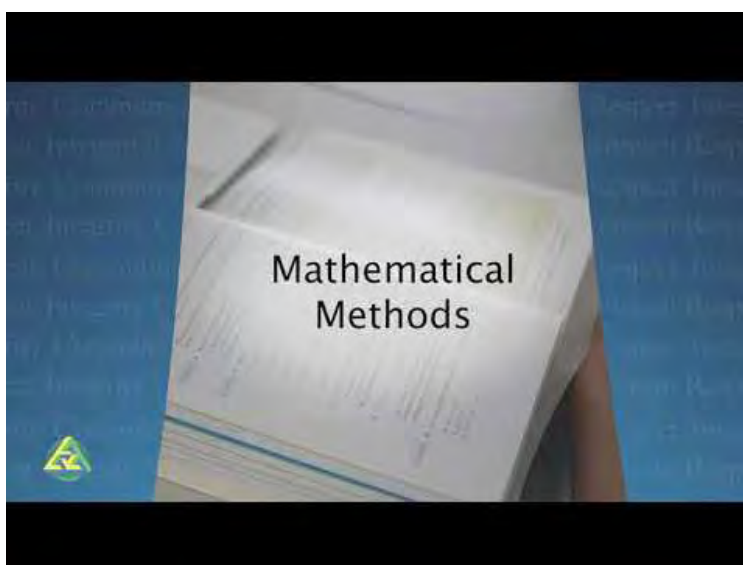
## PATHWAYS

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

## OBJECTIVES

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

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



## PREREQUISITES

Students are required to achieve a minimum C in Prep Mathematical Methods.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Mathematical Methods. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Mathematical Methods (PMM)		Mathematical Methods MAM			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Linear and Simultaneous Equations Applications of Trigonometry and Pythagoras Quadratic Functions Logarithmic and Exponential Applications and Periodic Functions	Probability Discrete Random Variables and Distribution Statistics Measurement	Algebra, statistics and functions	Calculus and further functions	Further calculus	Further functions and statistics
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Test	Task 3: Test	FIA1: PSMT	FIA3: Exam	IA1: PSMT	IA3: Exam
Task 2: Problem-Solving Modelling Task	Task 4: Test	FIA2: Exam		IA2: Exam	IA4: External Exam

# SPECIALIST MATHEMATICS

GENERAL SUBJECT

## CONTENT

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

## PATHWAYS

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

## OBJECTIVES

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

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



## PREREQUISITES

Students are required to achieve a minimum C in Prep Specialist Mathematics.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Specialist Mathematics. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Specialist Mathematics (PSM)		Specialist Mathematics (MAS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Number Systems Set Theory Nature of Mathematical Proof Storage Matrices Matrix Operation Leslie Matrices	Logic Gates and Switches Truth Tables Venn Diagrams Propositions and Compound Propositions Indirect Proofs using Contraposition Vector Vs Scalar Quantities Vectors	Combinatorics, vectors and proof	Complex numbers, trigonometry, functions and matrices	Mathematical induction, and further vectors, matrices and complex numbers	Further statistical and calculus inference
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Test	Task 3: Test	FIA1: PSMT	FIA3: Exam	IA1: PSMT	IA3: Exam
Task 2: Problem- Solving and Modelling Task	Task 4: Test	FIA2: Exam		IA2: Exam	IA4: External Exam

# SCIENCE IN PRACTICE

APPLIED SUBJECT

## CONTENT

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:

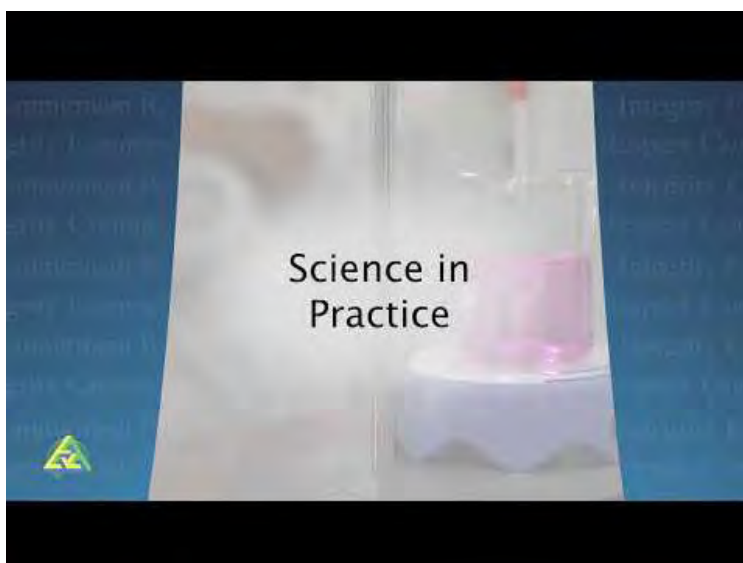
- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## PREREQUISITES

Nil

## STRUCTURE

Science in Practice 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.



Science in Practice (PPS)		Science in Practice (SCP)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Food science & testing Genetics & evolution	Horticulture Physics of transport & collisions	Forensic science	Sustainability	Consumer science	Disease
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Exam Task 2: Investigation	Task 3: Project Task 4: Investigation	FA1: Investigation FA2: Investigation	FA3: Investigation FA4: Project	IA1: Investigation IA2: Project	IA3: Investigation IA4: Project

## CONTENT

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society. Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

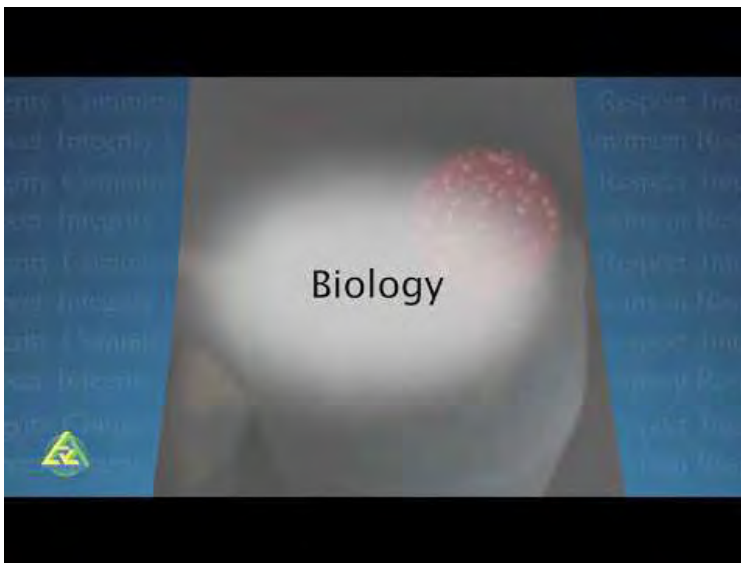
## PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## OBJECTIVES

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

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



## PREREQUISITES

Students are required to achieve a minimum C in Prep Biology.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Biology. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Life Science (PLF)		Biology (BIO)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Cell Biology Intro to Psychology	Ecology Genetics	Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: DATA TEST	Task 3: Student Experiment	FIA1: Data Test	FIA3: Research Investigation	IA1: Data Test	IA3: Research Investigation
Task 2: Research Investigation	Task 4: Exam	FIA2: Student Experiment	FIA4: Exam	IA2: Student Experiment	EA: External Exam (2 Papers)



# CHEMISTRY

GENERAL SUBJECT

## CONTENT

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

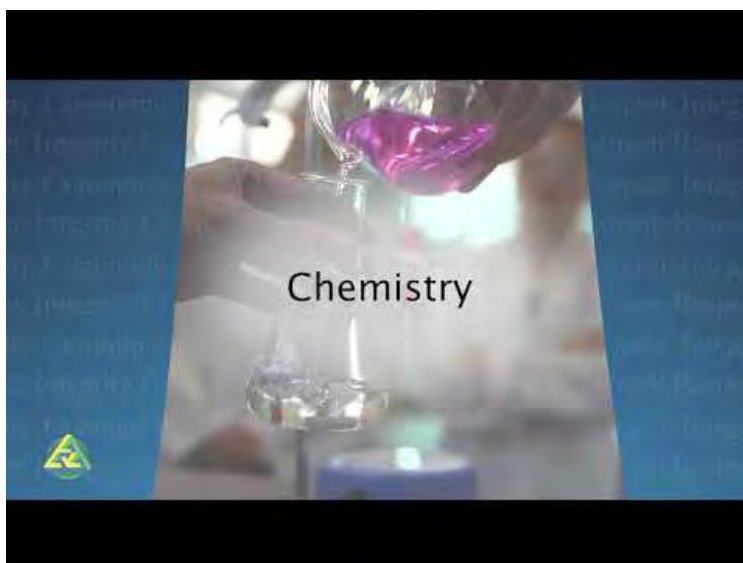
## PATHWAYS

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

## OBJECTIVES

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

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



## PREREQUISITES

Students are required to achieve a minimum C in Prep Chemistry.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Chemistry. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Chemistry (PCH)		Chemistry (CHM)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Electron Arrangement Periodic Table trends Bonding Rate of Reaction	Wine Making Stoichiometry Food Chemistry	Chemical fundamentals — structure, properties and reactions	Molecular interactions and reactions	Equilibrium, acids and redox reactions	Structure, synthesis and design
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Data Test Task 2: Student Experiment	Task 3: Student Experiment + Exam Task 4: Research Investigation	FIA1: Data Test FIA2: Student Experiment	FIA3: Research Investigation FIA4: Exam	IA1: Data Test IA2: Student Experiment	IA3: Research Investigation EA: External Exam (2 Papers)

## CONTENT

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## PATHWAYS

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

## OBJECTIVES

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

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



## PREREQUISITES

Students are required to achieve a minimum C in Prep Physics.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Physics. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Physics (PPH)		Physics (PHY)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Arrangement of electrons Bonding Periodic Trends Rate of reaction	Wine Making Acidity Titrations Food Chemistry	Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: DATA TEST	Task 3: Student Experiment + Test	FIA1: Data Test	FIA3: Research I	IA1: Data Test	IA3: Research Investigation
Task 2: Student Experiment	Task 4: Research Investigation	FIA2: Student Experiment	Investigation FIA4: Exam	IA2: Student Experiment	EA: External Exam (2 Papers)

# PSYCHOLOGY

GENERAL SUBJECT

## CONTENT

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education

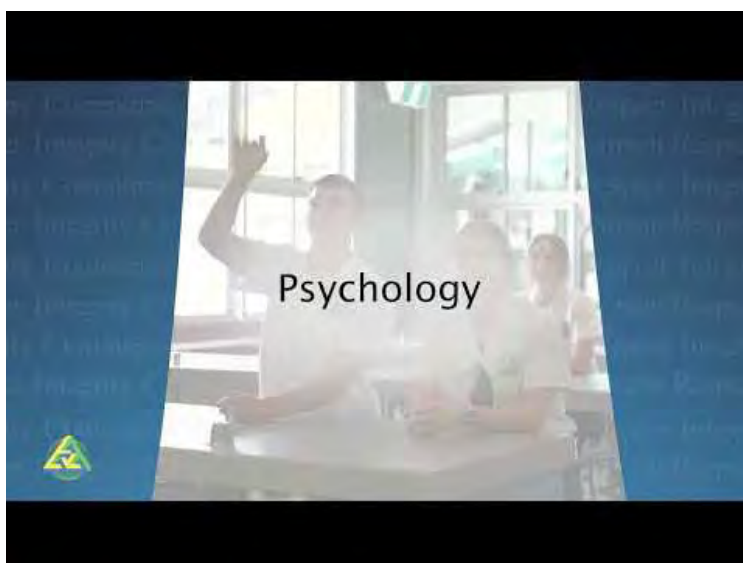
## OBJECTIVES

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

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

## PREREQUISITES

Students are required to achieve a minimum C in Prep Psychology.



## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Psychology. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Life Science (PLF)		Psychology (PSY)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Cell Biology Intro to Psychology	Ecology Genetics	Individual development	Individual behaviour	Individual thinking	The influence of others
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: DATA TEST	Task 3: Student Experiment	FIA1: Data Test	FIA3: Research Investigation	IA1: Data Test	IA3: Research Investigation
Task 2: Research Investigation	Task 4: Exam	FIA2: Student Experiment	FIA4: Exam	IA2: Student Experiment	EA: External Exam (2 Papers)

### CONTENT

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 the Australian manufacturing industry to produce products. The manufacturing industry transform 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. Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

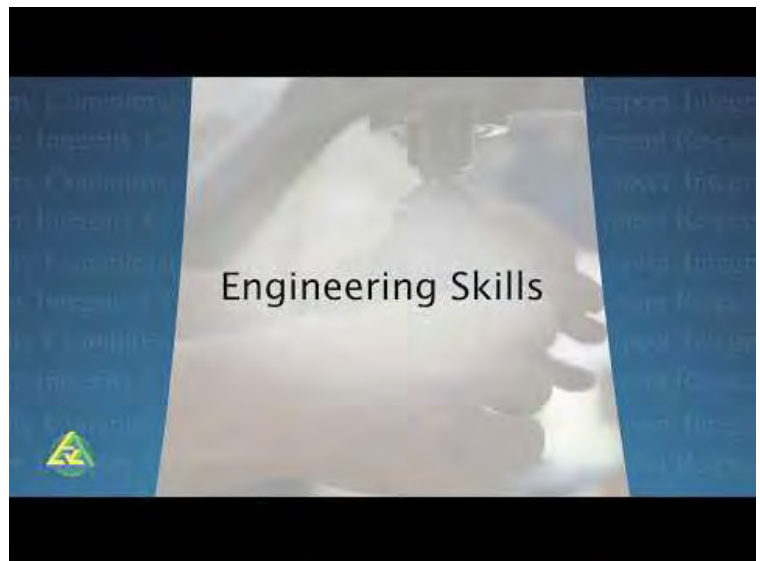
### PATHWAYS

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

### OBJECTIVES

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes • evaluate skills and procedures, and structures
- adapt plans, skills and procedures.



### PREREQUISITES

Nil

### STRUCTURE

Engineering Skills 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.

Engineering Skills (PEN)		Engineering Skills (ESK)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.		Sheet metal working	Fitting & machining	Welding & fabrication	Production in the manufacturing/engineering industry
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Practical Demonstration – Project and Folio	Task 3: Practical Demonstration – Project and Folio	FIA1: Practical Demonstration – Project and Folio	FIA3: Practical Demonstration – Project and Folio	IA1: Practical Demonstration – Project and Folio	IA3: Practical Demonstration – Project and Folio
Task 2: Project – Product and Folio	Task 4: Project – Product and Folio	FIA2: Project – Product and Folio	FIA4: Project – Product and Folio	IA2: Project – Product and Folio	IA4: Project – Product and Folio

### CONTENT

Technologies have been 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. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales. Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric. In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts. Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost. Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### PATHWAYS

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

### OBJECTIVES

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

### PREREQUISITES

Nil

### STRUCTURE

Fashion 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.



Fashion (PFZ)		Fashion (FAZ)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Industry Trends	Adornment	Historical fashion influences	Collections	Fashion designers	Slow fashion
Preparatory Assessment		Formative Assessment		Summative Assessment	
Assessment E1: Project Fashion Garment	Assessment F1: Project Fashion Garment	Assessment B1: Project Fashion Drawings	Assessment D1: Project Fashion Collection	Assessment A1: Project Fashion Garment/s	Assessment C1: Project Fashion Garment
Assessment E2: Project Marketing Campaign	Assessment F2: Project Adornment Extension Line	Assessment B2: Project Fashion Garment/s	Assessment D2: Project Fashion Garment/s	Assessment A2: Project Outfit Design	Assessment C2: Project Awareness Campaign

# FURNISHING SKILLS

APPLIED SUBJECT

## CONTENT

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, cabinetmaker, 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.

## PREREQUISITES

Nil

## 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.



Furnishing Skills (PFS)		Furnishing Skills (FUR)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.		Furniture making	Furniture making	Interior furnishing	Production in the domestic furniture industry
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Project - Folio	Task 3: Project - Folio	FIA1: Project - Folio	FIA3: Project - Folio	IA1: Project - Folio	IA3: Project - Folio
Task 2: Exam	Task 4: Exam	FIA2: Exam	FIA4: Exam	IA2: Exam	IA4: Exam

# HOSPITALITY PRACTICES

APPLIED SUBJECT

## CONTENT

Technologies have been 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. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations. The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts. Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## PATHWAYS

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

## OBJECTIVES

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## PREREQUISITES

Nil

## STRUCTURE

Hospitality 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.



Hospitality Practices (PHP)		Hospitality Practices (HPJ)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
In-House dining	Guest Services	Bar and barista basics	Culinary trends	Casual dining	Formal dining
Preparatory Assessment		Formative Assessment		Summative Assessment	
Assessment C1: Practical Demonstration	Assessment F1: Investigation	Assessment B1: Practical Demonstration	Assessment A1: Practical Demonstration	Assessment D1: Practical Demonstration	Assessment E1: Practical Demonstration
Assessment C2: Project	Assessment F2: Project	Assessment B2: Project	Assessment A2: Project	Assessment D2: Project	Assessment E2: Project

# INFORMATION & COMMUNICATION TECHNOLOGY

APPLIED SUBJECT

## CONTENT

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 information technology to support a growing need for digital literacy and specialist information and communication technology skills in the work force. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world. Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## PATHWAYS

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

## OBJECTIVES

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

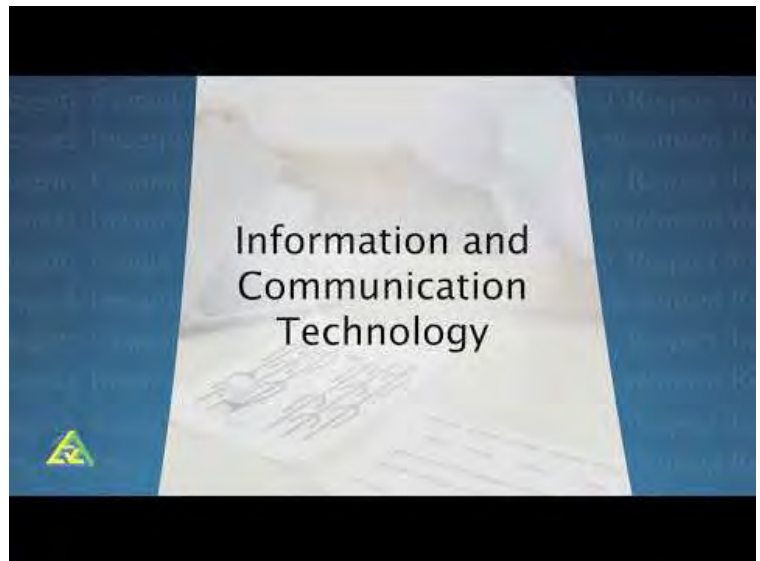
- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

## PREREQUISITES

Nil

## STRUCTURE

Information & Communication Technology 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.



Information & Communication Technology (PIT)		Information & Communication Technology (ICJ)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Robotics	App Development	Layout and publishing	Digital Imaging and modelling	Audio and video production	Web development
Preparatory Assessment		Formative Assessment		Summative Assessment	
Assessment A1: Product Proposal	Assessment B1: Product Proposal	Assessment D1: Product Proposal	Assessment E1: Product Proposal	Assessment C1: Product Proposal	Assessment F1: Product Proposal
Assessment A2: Project	Assessment B2: Project	Assessment D2: Project	Assessment E2: Project	Assessment C2: Project	Assessment F2: Project



### CONTENT

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives. Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

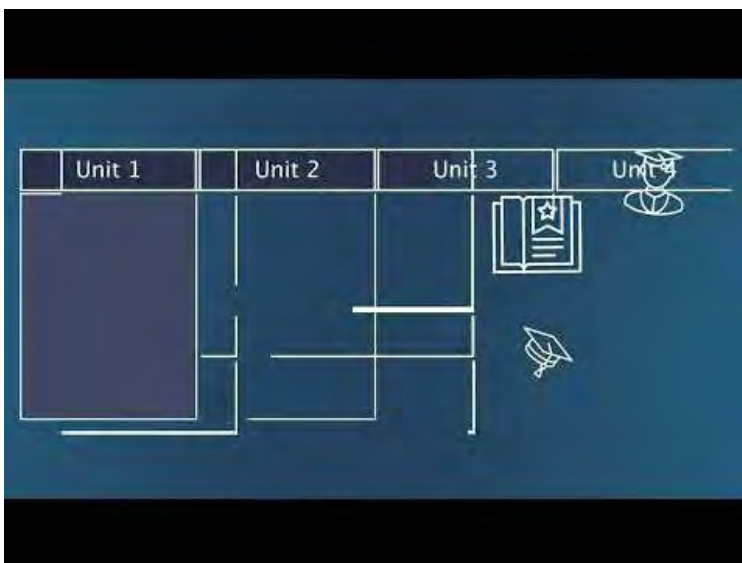
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep Digital Solutions.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Digital Solutions. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Digital Solutions (PDS)		Digital Solutions (DIS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Robotics	App Development	Creating with code	Application and data solutions	Digital innovation	Digital impacts
Preparatory Assessment		Formative Assessment		Summative Assessment	
Assessment A1: Product Proposal	Assessment B1: Product Proposal	FA1: Technical Proposal – Multimodal	FA3: Project – Digital Solution Multimodal	IA1: Technical Proposal – Multimodal	IA3: Project – Folio
Assessment A2: Project	Assessment B2: Project	FA2: Project - Digital Solution	FA4: Internal Exam	IA2: Project - Digital Solution	IA4: External Exam

### CONTENT

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

### PATHWAYS

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

### OBJECTIVES

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information • determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.



### PREREQUISITES

Students are required to achieve a minimum C in Prep Engineering.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Engineering. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Engineering (PES)		Engineering (EGR)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning		Engineering fundamentals and society	Emerging technologies	Statics of structures and environmental considerations	Machines and mechanisms
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Project – Folio	Task 3: Project – Folio	FIA1: Project – Folio	FIA3: Project – Folio	IA1: Project – folio	IA3: Project – folio
Task 2: Exam	Task 4: Exam	FIA2: Exam	FIA4: Exam	IA2: Examination	EA: Examination

### CONTENT

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

### 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 drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### PREREQUISITES

Students are required to achieve a minimum C in Prep Design.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Design. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Design (PDZ)		Design (DES)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities		Design in practice	Commercial design	Human-centred design	Sustainable design
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Project – Folio	Task 3: Project – Folio	FIA1: Project - Folio	FIA3: Project - Folio	IA1: Examination — design challenge	IA3: Project
Task 2: Exam	Task 4: Exam	FIA2: Exam	FIA4: Exam	IA2: Project	EA: Examination — design challenge

# DANCE IN PRACTICE

APPLIED SUBJECT

## CONTENT

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. Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts. In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

## PATHWAYS

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

## OBJECTIVES

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

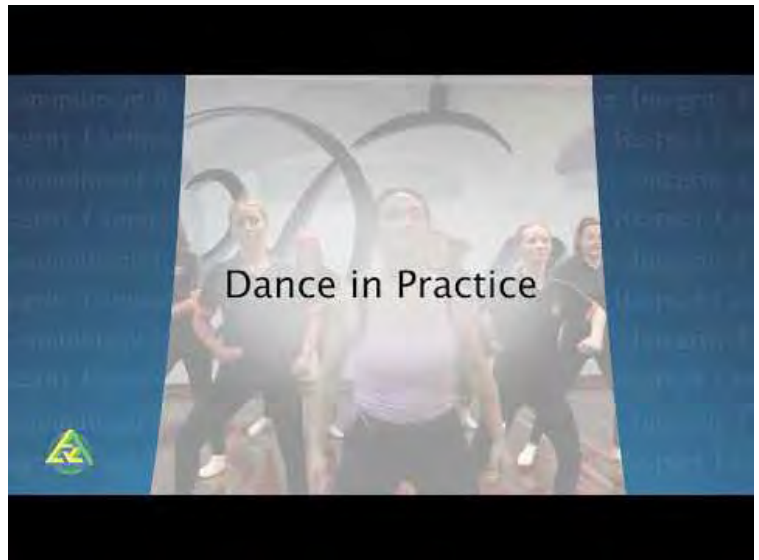
- use dance practices
- plan dance works
- communicate ideas
- evaluate dance works.

## PREREQUISITES

Nil

## STRUCTURE

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



Dance in Practice (PDN)		Dance in Practice (DIP)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Making Statements	Identity	Celebration	Industry	Health	Technology
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Performance	Task 3: Choreography Extended response	FIA1: Choreographic project	FIA3: Choreographic project	IA1: Performance project	IA3: Choreographic project
Task 2: Performance Choreography	Task 4: Choreography	FIA2: Performance	FIA4: Performance	IA2: Choreography	IA4: Performance

### CONTENT

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. 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. 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. They 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.

### PATHWAYS

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

### OBJECTIVES

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

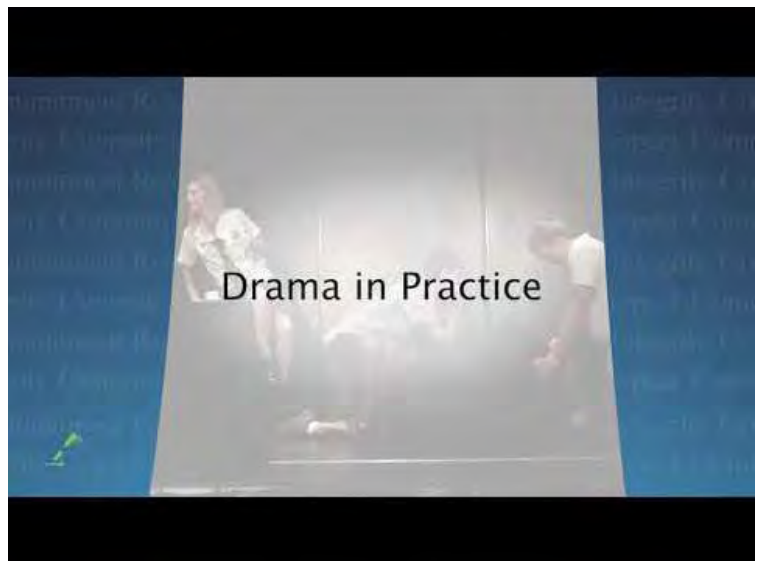
- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

### PREREQUISITES

Nil

### 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.



Drama in Practice (PDP)		Drama in Practice (DRP)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Physical Theatre Stage Theatre	Community Theatre Contemporary Theatre	Collaboration	Community	Contemporary	Commentary
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Multimodal Project	Task 3: Scriptwriting Project + Performance	FIA1: Directorial Project	FIA3: Devising project	IA1: Directorial Project	IA3: Devising project
Task 2: Performance	Task 4: Extended Response	FIA2: Performance	FIA4: Performance	IA2: Performance	IA4: Performance

# MEDIA ARTS IN PRACTICE

APPLIED SUBJECT

## CONTENT

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. Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work. When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

## PATHWAYS

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

## OBJECTIVES

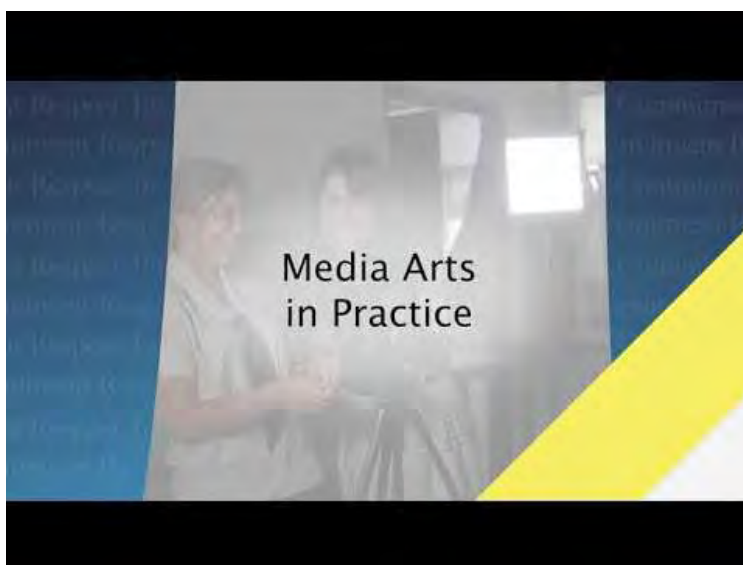
By the conclusion of the course of study, students should: • use media arts practices • plan media artworks • communicate ideas • evaluate media artworks.

## PREREQUISITES

Nil

## STRUCTURE

Media 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.



Media Arts in Practice (PMA)		Media Arts in Practice (MAP)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Photography	Documentary	Personal viewpoints	Representations	Community	Persuasion
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Product (self-portrait + artistic statement)	Task 3: Multimodal production	FIA1: Project	FIA3: Project	IA1: Project	IA3: Project
Task 2: Folio + artistic statement	Task 4: Product	FIA2: Media artwork	FIA4: Media Artwork	IA2: Media artwork	IA4: Media Artwork

# VISUAL ARTS IN PRACTICE

APPLIED SUBJECT

## CONTENT

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

## PATHWAYS

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

## OBJECTIVES

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

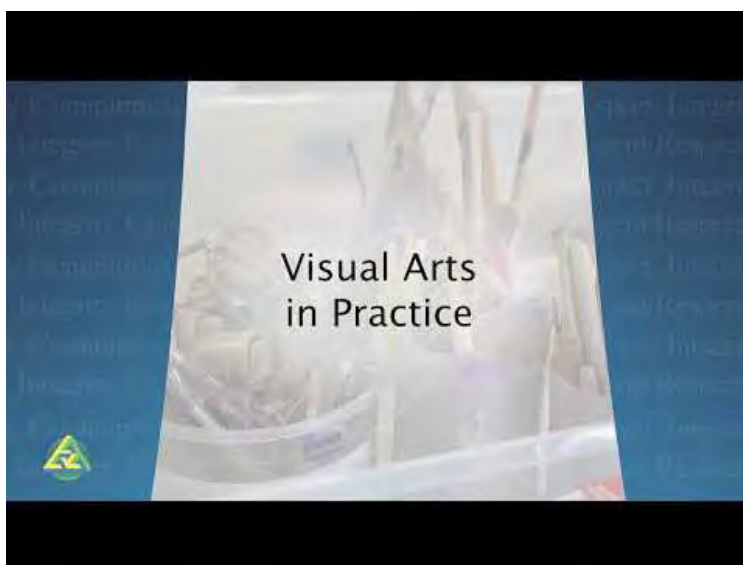
- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

## PREREQUISITES

Nil

## 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.



Visual Arts in Practice (PVP)		Visual Arts in Practice (VAP)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Graphic Design and Contrast	Skateboard Deck and Australian Beach Culture	Looking inwards (self)	Looking outwards (others)	Clients	Transform & extend
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Logo artwork, abstract painting and reflective statements	Task 3: Skate deck and multimodal	FIA1: Project	FIA3: Project	IA1: Project	IA3: Project
Task 2: Print folio and artwork analysis	Task 4: Mixed media sculpture and artist statement	FIA2: Resolved artwork	FIA4: Resolved artwork	IA2: Resolved artwork	IA4: Resolved artwork

### CONTENT

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

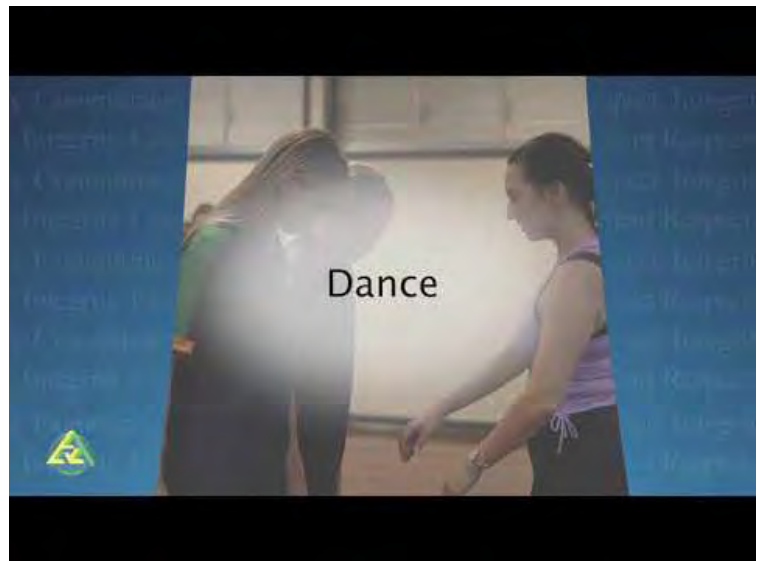
### PATHWAYS

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

### OBJECTIVES

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

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



### PREREQUISITES

Students are required to achieve a minimum C in Prep Dance.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Dance. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Dance (PDA)		Dance (DAN)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Making Statements	Political and Personal Identity	Moving bodies	Moving through environments	Moving statements	Moving my way
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Performance	Task 3: Performance	FIA1: Performance	FIA3: Integrated project (choreography, performance and responding)	A1: Performance	IA3: Project—dance work
Task 2: Choreography	Task 4: Analytical essay Task 5: Choreography	FIA2: Choreography	FIA4: Extended response	IA2: Choreography	IA4: External Exam



### CONTENT

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students' experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

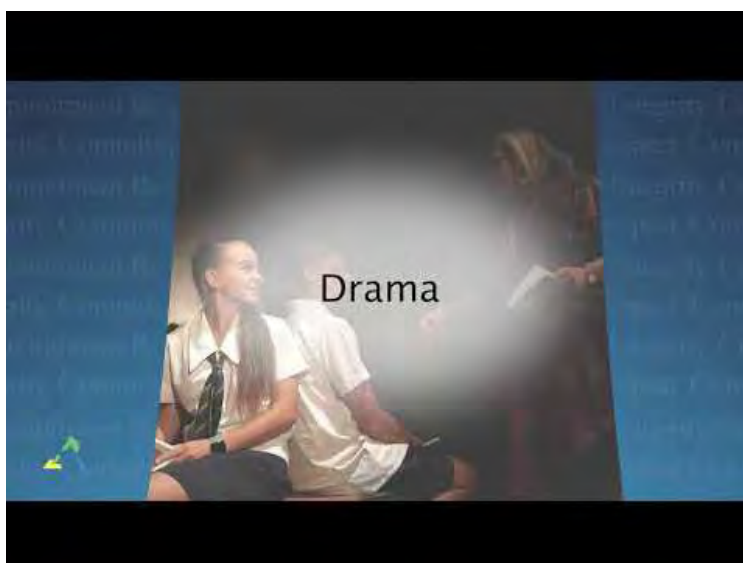
### PATHWAYS

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

### OBJECTIVES

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.



### PREREQUISITES

Students are required to achieve a minimum C in Prep Drama.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Drama. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Drama (PDR)		Drama (DRA)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Visual Theatre Australian Theatre	Documentary Drama	Share	Reflect	Challenge	Transform
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Group performance + storyboard	Task 3: Documentary Drama Directorial vision + group performance	FIA1: Performance	FIA3: Integrated Project (Directorial vision + Project)	IA1: Performance	IA3: Project — practice-led project
Task 2: Group performance		FIA2: Project (Dramatic concept)	FIA4: Extended response	IA2: Project — dramatic concept	IA4: External exam

# FILM, TELEVISION & NEW MEDIA

GENERAL SUBJECT

## CONTENT

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## PATHWAYS

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## OBJECTIVES

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills • analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.



## PREREQUISITES

Students are required to achieve a minimum C in Prep Film, Television & New Media.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Film, Television & New Media. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Film, Television & New Media (PFT)		Film, Television & New Media (FTM)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Film	Television	Foundation	Story forms	Participation	Identity
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Extended response (case study)	Task 3: Multimodal project	FIA1: Extended response (case study)	FIA3: Multimodal Production	A1: Case study investigation	IA3: Stylistic project
Task 2: Stylistic Project	Task 4: Extended response	FIA2: Multimodal project	FIA4: Extended response	IA2: Multi-platform project	EA: Exam - Extended response

## CONTENT

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

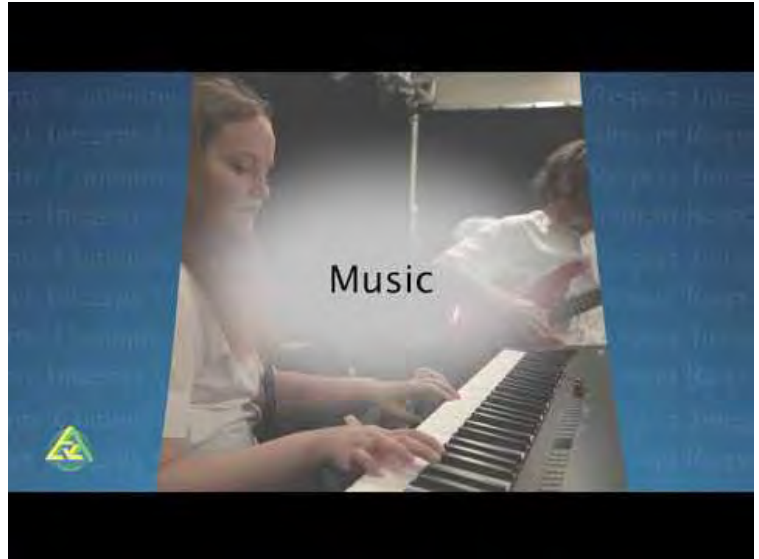
## PATHWAYS

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## OBJECTIVES

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

- demonstrate technical skills
- explain the use of music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills • interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.



## PREREQUISITES

Students are required to achieve a minimum C in Prep Music.

## STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Music. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Music (PMU)		Music (MUS)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Film Music	Identity	Designs	Identities	Innovations	Narratives
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: Performance	Task 3: Integrated Project (extended response + practical)	FIA1: Performance	FIA3: Integrated Project	IA1: Performance	IA3: Integrated project
Task 2: Composition	Task 4: Performance	FIA2: Composition		IA2: Composition	IA4: External Exam (extended response)

# MUSIC EXTENSION

GENERAL SUBJECT

## CONTENT

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

## PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## OBJECTIVES

### Common objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

### Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in composition will also:

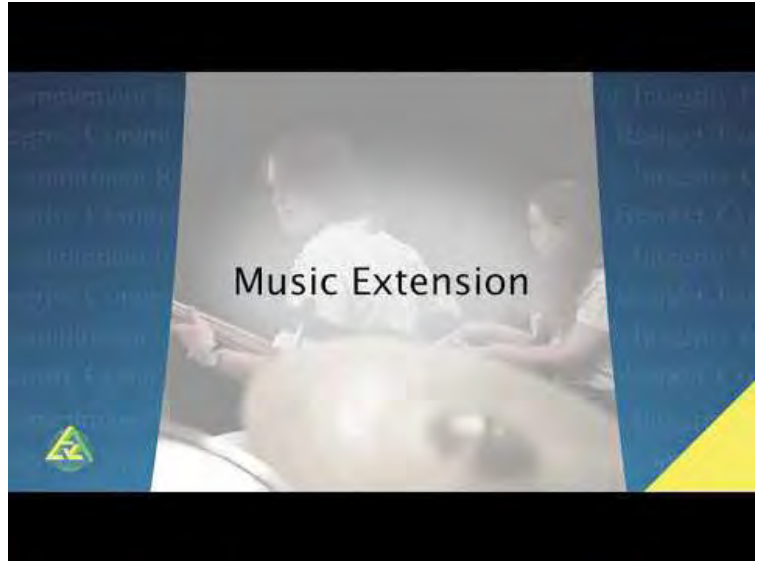
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in musicology will also:

- analyse music
- investigate music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in performance will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.



## PREREQUISITES

Students must be studying Music. There are two specialisations to choose from: Composition or Performance.

## STRUCTURE

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). Note: The Summative external assessment (EA): Examination — extended response is the same assessment for both specialisations.

Music Extension (MUX)	
Unit 3	Unit 4
Explore	Emerge
Summative Assessment	
IA1: Composition/Investigation IA2: Composition/Investigation	IA3: Project EA: Exam

### CONTENT

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

### PATHWAYS

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

### OBJECTIVES

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.



### PREREQUISITES

Students are required to achieve a minimum C in Prep Visual Art.

### STRUCTURE

All assessments will contribute towards Student Reports. Assessments are designed to provide students with an understanding of the key assessment features of Visual Art. Units 1-4 can contribute to a QCE, however only Units 3 and 4 may contribute to an ATAR.

Visual Art (PVA)		Visual Art (ART)			
Semester 1	Semester 2	Unit 1	Unit 2	Unit 3	Unit 4
Abstraction Pop-a-ganda	Pandora's box	Art as lens	Art as code	Art as knowledge	Art as alternate
Preparatory Assessment		Formative Assessment		Summative Assessment	
Task 1: 2D Artwork	Task 3: Investigation report	FIA1: Project – experimental folio	FIA3: Project – experimental folio	IA1: Investigation — inquiry phase 1	IA3: Project — inquiry phase 3
Task 2: Extended response	Task 4: Body of Work	FIA2: Reverse Chronology	FIA4: Extended response exam	IA2: Project — inquiry phase 2	IA4: External Exam

## QUALIFICATION DESCRIPTION

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients.

Refer to training.gov.au for specific information about the qualification.

<b>Entry Requirements/Prerequisites</b>	N/A
<b>Duration</b>	2 years
<b>Location</b>	NVSHS
<b>QCE Points</b>	Maximum 8
<b>Fees</b>	Nil
<b>Year Available</b>	10,11 & 12
<b>Delivery</b>	Timetable & SDL

## PATHWAYS

- Certificate IV Fitness
- Group Fitness Instructor

## STRUCTURE

SIS30321 CERTIFICATE III IN FITNESS	
Term 1	Term 2
<ul style="list-style-type: none"> <li>• WHS</li> <li>• Moving Your Body</li> </ul>	<ul style="list-style-type: none"> <li>• Client Fitness Assessments</li> <li>• Group Exercise</li> </ul>
Term 3	Term 4
<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Individual Fitness programming</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Catchup</li> </ul>



## COURSE UNITS

Unit Code	Title
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
BSBXTW301	Work in a team
SISXIND009	Respond to interpersonal conflict
SISFFIT041	Develop personalised exercise programs
SISFFIT042	Instruct personalised exercise sessions

## QUALIFICATION DESCRIPTION

The Certificate II in Financial Services is intended to meet the financial literacy and skill needs of candidates entering the workforce or those wishing to build potential pathways into the financial industry. Financial literacy equips us with the knowledge and skills we need to manage money effectively. As a result, there is a need for increased skills formation in the workforce in areas such as innovation, business acumen, financial literacy, IT literacy, small business, employability skills and occupational health and safety (OHS). Students choosing the Certificate II in Financial Services will develop skills in communication, teamwork, problem-solving, initiative, planning, and technology. The Certificate II in Financial Services is a very hands-on practical subject.

Refer to training.gov.au for specific information about the qualification.

<b>Entry Requirements/Prerequisites</b>	N/A
<b>Duration</b>	1 Year
<b>Location</b>	NVSHS
<b>QCE Points</b>	Maximum 4
<b>Fees</b>	Nil
<b>Year Available</b>	11 & 12
<b>Delivery</b>	SDL

## PATHWAYS

- Accounts Assistant
- Junior Clerk
- Office Assistant
- Customer Services

## STRUCTURE

FNS20120 Certificate II in Financial Services	
Term 1	Term 2
<ul style="list-style-type: none"> <li>• Personal Budgets</li> <li>• Savings Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Taxation</li> <li>• Superannuation</li> </ul>
Term 3	Term 4
<ul style="list-style-type: none"> <li>• WHS</li> <li>• Work in Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Catchup</li> </ul>



## COURSE UNITS

Unit Code	Title
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to health and safety of self and others
FNSINC311	Work together in the financial services industry
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT214	Develop knowledge of superannuation
FNSFLT216	Develop knowledge of taxation

# FSK20119 Certificate II in Skills for Work and Vocational Pathways (FSV)

VET

## QUALIFICATION DESCRIPTION

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills a vocational training and employment plan.
- Refer to training.gov.au for specific information about the qualification.

<b>Entry Requirements/Prerequisites</b>	N/A
<b>Duration</b>	1 Year
<b>Location</b>	NVSHS
<b>QCE Points</b>	Maximum 7 with embedded short courses careers, literacy, numeracy
<b>Fees</b>	Nil
<b>Year Available</b>	10
<b>Delivery</b>	Timetable
<b>Work Experience</b>	Yes, 1 week

## PATHWAYS

- Accounts Assistant
- Junior Clerk
- Office Assistant
- Customer Services

## STRUCTURE

FSK20119 Certificate II in Skills for Work and Vocational Pathways (FSV)	
Term 1	Term 2
<ul style="list-style-type: none"> <li>• Who am I</li> <li>• Job Ready</li> <li>• QCAA Short Course Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Interview</li> <li>• Work Experience</li> <li>• Earning or Burning</li> <li>• QCAA Short Course Numeracy</li> <li>• QCAA Short Course Literacy</li> </ul>



## COURSE UNITS

Unit Code	Title
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM016	Interpret, draw and construct routine 2D and 3D shapes for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKNUM018	Collect data and construct routine tables and graphs for work ungrouped
FSKWTG009	Write routine workplace texts
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG010	Use routine strategies for career planning
FSKLRG011	Use routine strategies for work-related learning
FSKLRG015	Manage own work-related learning
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM007	Interact effectively with others at work
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT211	Develop and use personal budgets
FNSFLT212	Develop and use savings plans



# BSB30120 Certificate III in Business (VBX)

# VET

## QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

<b>Entry Requirements/Prerequisites</b>	N/A
<b>Duration</b>	2yrs
<b>Location</b>	NVSHS
<b>QCE Points</b>	Maximum 8
<b>Fees</b>	Nil
<b>Year Available</b>	10,11 & 12
<b>Delivery</b>	Timetable & SDL

## PATHWAYS

This qualification may articulate into:

- BSB40220 Certificate IV in Business
- Work within a business/office administration area.

## STRUCTURE

BSB30120 Certificate III in Business (VBX)	
Year 1	Year 2
<b>Term 1</b> <ul style="list-style-type: none"><li>• Project 1 – Students will use appropriate communication to respond health and wellbeing issues including a meeting with supervisor to discuss and resolve workplace issues affecting personal wellbeing.</li></ul> <b>Terms 2/3</b> <ul style="list-style-type: none"><li>• Project 2 - Students work in teams to identify and report on hazards, present findings and other WHS information, participate in consultative processes, complete workplace documents; use critical thinking skills to investigate and solve WHS issues.</li></ul> <b>Terms 3 / 4</b> <ul style="list-style-type: none"><li>• Project 3 - Students digitally design and develop draft and final text-based business documents using features of word processing applications/platforms while ensuring they protect their online presence.</li></ul>	<b>Term 5</b> <ul style="list-style-type: none"><li>• Project 4 – Students work independently and in teams and use critical thinking skills to investigate sustainability issues and recommend improvements, they complete resource usage and efficiency checklists.</li></ul> <b>Term 6/7/8</b> <ul style="list-style-type: none"><li>• Project 5 - Students identify customer needs and monitor service provided to customers. Students handle feedback and respond to complaints from customers, while using inclusive work practices. Students organise their work schedules, monitor and obtain feedback on their work performance and investigate required levels of competence.</li></ul>

## COURSE UNITS

Unit Code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints
BSBPEF301	Organise personal work priorities
BSBTEC201	Use business software applications
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBSUS211	Participate in sustainable work practices
BSBWRT311	Write simple documents



# ICT30120 Certificate III in Information Technology

VET

## QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

<b>Entry Requirements/Prerequisites</b>	N/A
<b>Duration</b>	2yrs
<b>Location</b>	NVSHS
<b>QCE Points</b>	Maximum 8
<b>Fees</b>	Nil
<b>Year Available</b>	10,11 & 12
<b>Delivery</b>	Timetable & SDL

## PATHWAYS

This qualification may articulate into:

- Diploma of IT
- Or jobs such as
- Help Desk Officer
  - Network Support Officer
  - ICT Technician

## STRUCTURE

ICT30120 Certificate III in Information Technology	
<b>Term 1</b>	<b>Term 2</b>
Personal Information	Maintenance
<b>Term 3</b>	<b>Term 4</b>
Intellectual Property	Web Technologies
<b>Term 5 &amp; 6</b>	
Programming	



## COURSE UNITS

Unit Code	Title
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team ungrouped
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
ICTSAS214	Protect devices from spam and destructive software
ICTSAS308	Run standard diagnostic tests
ICTWEB304	Build simple websites
ICTWEB305	Produce digital images for the web
ICTWEB431	Create and style simple markup language documents
ICTWEB444	Create responsive website layouts
BSBCRT311	Apply critical thinking skills in a team environment

**Delivered in Partnership with**  
**Connect 'n' Grow®** RTO number: 40518



## HLT23221 Certificate II in Health Support Services

### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator or Connect 'n' Grow for further information.

### Duration and location

This is a 1-2 year course, delivered on site in partnership with Connect 'n' Grow® to senior school students.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

### Fees

The cost of this course is \$499.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

### QCE Points

Maximum 4

### Course units

Unit code	Title
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of Service
CHCPRP005	Engage with health professionals and the health system

### Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

### Work experience

Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

### Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Pathways

This qualification may credit toward various Certificate III's including:

- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

**Delivered in Partnership with**  
**Connect 'n' Grow®** RTO number: 40518



**HLT33115 Certificate III in Health Services Assistance**  
 (including HLT23221 Certificate II in Health Support Services)

**Qualification description**

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

**Entry requirements**

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

**Duration and location**

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

**Delivery modes**

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

**Fees**

The total Fee For Service cost of these courses [Cert II and Cert III] is \$998.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

**QCE Points**

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

**Course units Year 1 (Certificate II units)**

Unit code	Title
CHCCOM005	Communicate and work in health or community services (Credit Transfer)
HLTWHS001	Participate in workplace health and safety (Credit Transfer)
CHCDIV001	Work with diverse people (Credit Transfer)
HLTINF006	Apply basic principles and practices of infection prevention and control (Credit Transfer)
CHCCCS010	Maintain a high standard of Service (Credit Transfer)
HLTHSS011	Maintain stock inventory (Credit Transfer)

**Assessment**

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

**Work experience**

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

**Pathways**

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

**Course units Year 2 (Certificate III units)**

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

**Obligation**

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

# CERTIFICATE II IN AUTOMOTIVE ELECTRICAL TECHNOLOGY [AUR20420]

This course will prepare you for a career in the automotive electrical installation, service and repair technology industry. Students will learn how to perform a variety of tasks including installing, assembling and servicing electrical components and systems of motor vehicles.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.



## Entry Requirements

This qualification may be accessed by direct entry.

## Course Duration & Location

This is a 12-month course delivered in Years 11 and 12 on site at Narangba Valley State High School's Trade Training Centre in partnership with InTech Institute of Technology.

## Delivery Modes

- » face-to-face instruction
- » guided learning

## Assessment

Assessment is competency based. Assessment techniques include: observation, questioning, projects, written and practical tasks.

## Fees

This qualification is funded by the QLD Government under the VET in School (VETIS) Program. VETIS is fully funded and is fee-free for high school students provided they meet the eligibility criteria and have not accessed funding previously.

## Course Structure

To attain the Certificate II in Automotive Electrical Technology, 16 units of competency (10 Core Units + 6 Electives) must be achieved.

## Core Unit Areas

- » Follow environmental and sustainability best practice in an automotive workplace
- » Follow safe working practices in an automotive workplace
- » Use and maintain electrical test equipment in an automotive workplace
- » Solder electrical wiring and circuits
- » Apply knowledge of automotive electrical circuits and wiring systems
- » Remove and replace electrical units and assemblies
- » Install vehicle lighting and wiring systems
- » Install basic ancillary electrical systems and components
- » Test and repair basic electrical circuits
- » Inspect, test and service batteries

## Job Outcomes

- » Automotive Electrical Trainee/Apprentice
- » Automotive Electrical Assistant
- » Accessory Fitter
- » Automotive Electrical Component Installer

## RTO Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by InTech Institute of Technology.

Students who are deemed competent in all 16 units of competency will be awarded a Qualification and a Record of Results by InTech Institute of Technology.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by InTech Institute of Technology.



## PATHWAYS

This qualification may articulate into:

- » Certificate III in Automotive Electrical Technology
- » Certificate III in Automotive Electric Vehicle Technology

## CERTIFICATE II INTO CERTIFICATE III PATHWAY

Students studying the Certificate II in Automotive Electrical Technology can continue further study in the Certificate III in Automotive Electrical Technology as there are common units of competency between the two qualifications (see below). There is also potential to study a Certificate III in Automotive Electric Vehicle Technology.

### YEAR 1

#### Certificate II in Automotive Electrical Technology

To achieve the Certificate II in Automotive Electrical Technology, 16 units of competency must be achieved:

- » AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- » AURASA102 Follow safe working practices in an automotive workplace
- » AURETK002 Use and maintain electrical test equipment in an automotive workplace
- » AURETR006 Solder electrical wiring and circuits
- » AURETR007 Apply knowledge of automotive electrical circuits and wiring systems
- » AURETR009 Install vehicle lighting and wiring systems
- » AURETR112 Test and repair basic electrical circuits
- » AURETR008 Remove and replace electrical units and assemblies
- » AURETR011 Install basic ancillary electrical systems and components
- » AURETR115 Inspect, test and service batteries
- » AURETR010 Repair wiring harnesses and looms
- » AURETR125 Test, charge and replace batteries and jump-start vehicles
- » AURTTA118 Develop and carry out diagnostic test strategies
- » AURTTE104 Inspect and service engines
- » AURTTA104 Carry out servicing operations
- » AURTTK102 Use and maintain tools and equipment in an automotive workplace



Scan here to learn more about the Certificate II in Automotive Electrical Technology!

### YEAR 2

#### Certificate III in Automotive Electrical Technology

To achieve the Certificate III in Automotive Electrical Technology, 32 units of competency must be achieved:

- » AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- » AURASA102 Follow safe working practices in an automotive workplace
- » AURETK002 Use and maintain electrical test equipment in an automotive workplace
- » AURETR006 Solder electrical wiring and circuits
- » AURETR007 Apply knowledge of automotive electrical circuits and wiring systems
- » AURETR009 Install vehicle lighting and wiring systems
- » AURETR112 Test and repair basic electrical circuits
- » AURETR008 Remove and replace electrical units and assemblies
- » AURETR011 Install basic ancillary electrical systems and components
- » AURETR115 Inspect, test and service batteries
- » AURETR010 Repair wiring harnesses and looms
- » AURETR125 Test, charge and replace batteries and jump-start vehicles
- » AURTTA118 Develop and carry out diagnostic test strategies
- » AURTTE104 Inspect and service engines
- » AURTTA104 Carry out servicing operations
- » AURTTK102 Use and maintain tools and equipment in an automotive workplace
- AURETR013 Inspect, test and service charging systems
- AURETR014 Inspect, test and service starting systems
- AURFA103 Communicate effectively in an automotive workplace
- AURETR027 Install ancillary electronic systems and components
- AURETR123 Diagnose and repair spark ignition engine management systems
- » AURETR124 Diagnose and repair compression ignition engine management systems
- » AURETR128 Diagnose and repair instruments and warning systems
- » AURETR129 Diagnose and repair charging systems
- » AURETR130 Diagnose and repair starting systems
- » AURETR131 Diagnose and repair ignition systems
- » AURETR132 Diagnose and repair automotive electrical systems
- » AURETR135 Apply knowledge of petrol and diesel engine operation
- » AURETR143 Diagnose and repair electronic body management systems
- » AURTTA009 Carry out mechanical pre-repair operations
- » AURTTB101 Inspect and service braking systems
- » AURTTW001 Carry out soft soldering techniques



Scan here to learn more about the Certificate III in Automotive Electrical Technology!

# CERTIFICATE II IN ENGINEERING PATHWAYS [MEM20413]

This course will prepare you for a career in the engineering industry. Students will develop trade-like skills and be equipped with the knowledge that will prepare them for an apprenticeship, traineeship or employment in the engineering field.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry Requirements

This qualification may be accessed by direct entry.

## Course Duration & Location

This is a 12-month course delivered in Years 11 and 12 on site at Narangba Valley State High School's Trade Training Centre in partnership with InTech Institute of Technology.

## Delivery Modes

- » face-to-face instruction
- » guided learning

## Assessment

Assessment is competency based. Assessment techniques include: observation, questioning, projects, written and practical tasks.

## Fees

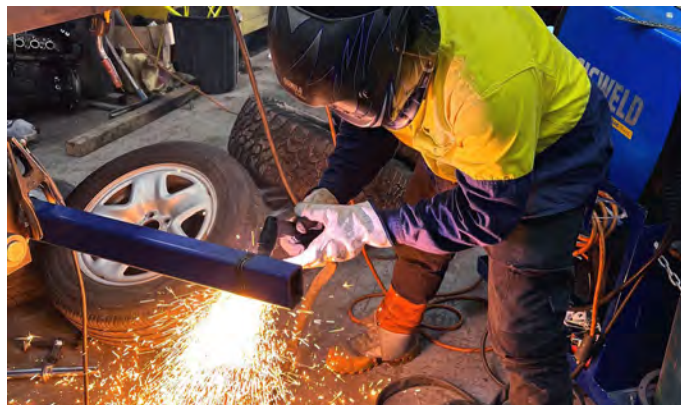
This qualification is funded by the QLD Government under the VET in School (VETIS) Program. VETIS is fully funded and is fee-free for high school students provided they meet the eligibility criteria and have not accessed funding previously.

## Course Structure

To attain the Certificate II in Engineering Pathways, 12 units of competency must be achieved.

## Learning Areas

- » Occupational health and safety and environmental safety
- » Use of engineering tools and equipment to produce or modify objects
- » Basic introductory welding and fabrication skills
- » Basic workshop machining operations
- » Engineering mechanisms
- » Communication skills
- » Career options within the engineering and manufacturing industry



## Job Outcomes

- » Apprentice/Trainee - Fitter, Sheet Metal Worker, Diesel or Mechanical Fitter
- » Trades Assistant

## RTO Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by InTech Institute of Technology.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results by InTech Institute of Technology.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by InTech Institute of Technology.

# PATHWAYS

This qualification may articulate into:

- » Certificate III in Engineering - Fabrication Trade



## CERTIFICATE II INTO CERTIFICATE III PATHWAY

Students studying the Certificate II in Engineering Pathways can continue further study in the Certificate III in Engineering - Fabrication Trade.

### YEAR 1

#### Certificate II in Engineering Pathways

To achieve the Certificate II in Engineering Pathways 12 units of competency must be achieved:

- » MSAENV272B Participate in environmentally sustainable work practices
- » MEM13014A Apply principles of occupational health and safety in the work environment
- » MEMPE005A Develop a career plan for the engineering and manufacturing industry
- » MEMPE006A Undertake a basic engineering project
- » MEM16006A Organise and communicate information
- » MEM16008A Interact with computing technology
- » MEM18001C Use hand tools
- » MEM18002B Use power tools/hand held operations
- » MEMPE001A Use engineering workshop machines
- » MEMPE004A Use fabrication equipment
- » MEMPE007A Pull apart and re-assemble engineering mechanisms
- » MSAPMSUPI06A Work in a team



Scan here to learn more about the Certificate II in Engineering Pathways!

### YEAR 2

#### Certificate III in Engineering - Fabrication Trade

To achieve the Certificate III in Engineering - Fabrication Trade the following units must be achieved:

- » MSMENV272 Participate in environmentally sustainable work practices
- » MEM13015 Work safely and effectively in manufacturing and engineering
- » MEM14006 Plan work activities
- » MEM09002 Interpret technical drawing
- » MEM16006 Organise and communicate information
- » MEM16008 Interact with computing technology
- » MEM18001 Use hand tools
- » MEM18002 Use power tools/hand held operations
- » MEM17003 Assist in the provision of on-the-job training
- » MEM11011 Undertake manual handling
- » MEM12023 Perform engineering measurements
- » MEM12024 Perform computations
- » MEM18003 Use tools for precision work
- » MEM05005 Carry out mechanical cutting
- » MEM05007 Perform manual heating and thermal cutting
- » MEM05012 Perform routine manual metal arc welding
- » MEM05050 Perform routine gas metal arc welding
- » MEM07005 Perform general machining
- » MEM07030 Perform basic metal spinning lathe operations
- » MEM07032 Use workshop machines for basic operations
- » MEM05051 Select welding processes
- » MEM05052 Apply safe welding practices
- » MEM05015 Weld using manual metal arc welding process
- » MEM05017 Weld using gas metal arc welding process
- » MEM05011 Assemble fabricated components
- » MEM05037 Perform geometric development
- » MEM05010 Apply fabrication, forming and shaping techniques
- » MEM12007 Mark off/out structural fabrications and shapes



Scan here to learn more about the Certificate III in Engineering - Fabrication Trade!



# CHC30121 Certificate III Early Childhood Education and Care

## Deception Bay State High School

RTO number: 30380

### Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Duration and location

This two year course is delivered on site in partnership with Deception Bay State High School.

### Course units

To attain a CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved.

Unit code	Title
HLTWHS001	Participate in work health and safety
CHCPRP003	Reflect on and improve own professional practice
HLTFSE001	Follow basic food safety practices
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples culture
CHCECE055	Meet legal and ethical obligation in children's education & care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide an emergency first aid response in an education and care setting

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training and have a desire to work with children.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification including:

- face-to-face instruction
- work-based learning
- guided learning

### Fees

Students are enrolled as part-time at Deception Bay SHS.

Fees for this course are \$200 paid to Deception Bay SHS.

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- third party reports from vocational placement
- written and practical tasks.

### Work placement

Students must complete 160 hours of structured workplace learning in a regulated education and care setting.

Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit.

The school will assist in organising work placements for students. However, students may also source their own placements, which will need to be approved by the school RTO.

### Pathways

This qualification may articulate into:

- Diploma in Early Childhood Education and Care
- work in the industry as early childhood educator, nanny or after school hours care worker.

See other community services qualifications at [training.gov.au](http://training.gov.au).

## PREP PRODUCTION SKILLS

Learn the art of stagecraft and design to enhance the overall theatrical experience.

Delve into the world of lighting design and control. Master the art of using light to create mood, atmosphere, and visual storytelling that captivates audiences.

Acquire the skills to manage audio equipment, design soundscapes, and deliver crystal-clear sound for live events.

Immerse yourself in real-life scenarios and gain hands-on experience working in live events, productions, and performances.

This course opens doors to various exciting career paths, including lighting designer, sound engineer, stage manager, event coordinator, and much more.

## WHY CHOOSE PREP PRODUCTION SKILLS

- 1. Unleash Your Creativity:** Explore your artistic side and unleash your creativity while working on captivating visual and auditory experiences.
- 2. In-Demand Skills:** The entertainment industry is always seeking skilled professionals who can bring magic to live performances and events.
- 3. Diverse Career Options:** Whether you dream of working in theater, concerts, festivals, or corporate events, this course will equip you for a wide range of opportunities.
- 4. Teamwork and Collaboration:** Experience the thrill of collaborating with a team to create unforgettable live productions.

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### MORE INFORMATION:

Mrs. Steel - HOD The Arts  
ceast58@eq.edu.au



# Year 10 Prep Production Skills

2024 Subject Information

## 2024 PREP PRODUCTION SKILLS

Are you ready to unleash your creativity, technical skills, and passion for the arts? Look no further! We are excited to present preparatory course for Certificate III in Live Production and Technical Services, an immersive and hands-on course designed to ignite the spark of innovation and bring your talents to centre stage.

## ABOUT THE COURSE

The Prep Production Skills course is an exciting opportunity for Year 10 students to delve into the world of staging, lighting, and sound systems. This preparatory program will provide you with the necessary skills and knowledge to excel in the dynamic field of live production and technical services. With a blend of practical experience and theory, this course is your gateway to a career in the entertainment industry.



## COURSE HIGHLIGHTS

Within this course students will learn:

- ◆ Stagecraft and design
- ◆ Stage management
- ◆ Lighting design and control
- ◆ Audio management (live and recorded)
- ◆ Front of house operation and ushering
- ◆ Marketing and promotion of events
- ◆ Ticketing services
- ◆ Workplace health and safety

