TOWNSVILLE STATE HIGH SCHOOL

SENIOR SUBJECT HANDBOOK 2026

Queensland Government

Contents

Introduction

The purpose of this guide is to provide a guide for students and parents/carers in Years 11 and 12 to assist with subject selection. It includes a comprehensive list of the Queensland Curriculum and Assessment Authority (QCAA) subjects offered at Townsville State High School.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations syllabuses. More information on individual subjects is available from the QCAA website.

General information:

Subject offerings:

The subjects set out in this booklet are offered dependent on sufficient enrolments being received. Where too few students enrol in a subject in Year 11 that subject will not be offered. Please note that recommendations apply for enrolment into General subjects.

Change of subject:

Changing subjects is not encouraged, therefore we stress the importance of subject selection. However, students will be able to apply for a subject change during the first three weeks of each Semester, if there is a sound educational reason.
Subject change forms are available from the Admin office and Senior Schooling office, who will consult with subject teachers, parents and Deputy Principal before any change is permitted.

Cost:

Townsville State High School operates a School Resource Scheme, and that fee covers all textbooks and resources required for each subject during the year. Parents who do not wish to participate in the scheme will be required to provide all textbooks and resources for each subject. Stationery (pens, pencils, writing pads, etc.) remain the responsibility of the student to provide.

Special subject charges:

Subjects provided by external providers (TAFE, Registered Training Organisations, Distance Education) will attract a fee, which students must pay prior to being enrolled in the course.

Attendance requirements:

Senior Schooling at Townsville State High School is a full-time occupation. It is your work-place for years 11 and 12. If Senior Schooling is to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in your senior years.
The school is required to submit attendance reports to Centrelink each term for students who claim Youth Allowance payments. The school adheres rigidly to Youth Allowance regulations.

Student support services:

Townsville State High School has a number of support staff available, including the Guidance Officer, Community Education Counsellor, School Nurse, School Based Police Offer, Youth Support Coordinator, Chaplain and Behaviour Support Teachers. Students can self-refer by presenting to Support Services in A10 or may be referred by a parent or staff member by contacting the relevant support staff person through the office of 4721 8777.

Assessment policy:

Students must comply with Townsville State High School's Assessment Policy. An Assessment Calendar will be sent home each Semester. Timely submission of assessment tasks is essential for students to demonstrate mandatory aspects of the course and for feedback to be given. Assessment must be submitted on the specified due date. All assessment tasks submitted must be the original work of the student. If an extension is required for a valid reason, students are to collect an extension form from the School Office. Relevant documentation, such as medical certificates, will need to be supplied and an amended due date will be negotiated with the class teacher and subject Head of Department.

Study:

Being able to manage your time is a key study skill. As a general guide, students should program a minimum of 5 blocks of at least 3 hours duration to study at home every week. Many students do considerably more than this. Townsville State High School offers a free homework program every once a week in the Library, 3:15pm-4:15pm.

Senior Education Profile

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

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

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

Statement of Results

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

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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.

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses

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

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

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 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 calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

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

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

English requirement

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

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

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

VOCATIONAL EDUCATION AND TRAINING (VET)

Townsville State High School: RTO National Provider number: 30445

Townsville State High School is a Registered Training Organisation (RTO National Provider number 30445) and has agreed to operate within the standards of the VET Quality Framework (VQF). The school is registered to provide nationally recognised training in the following industries: General Education.

Students can gain advanced standing towards apprenticeships and traineeships and towards higher level training at TAFE by completing industry competencies as part of their Year 11 and 12 subjects. The students can qualify for Level I, Level II and level III Certificates in addition to their Queensland Certificate of Education if they complete the training courses successfully. These courses have an emphasis on practical skills and knowledge and are focused on actual workplace tasks, including on-the-job training in the chosen industry area for up to three weeks each year. At the beginning of the school year, any student enrolled in a VET course will undergo a Student Induction.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for 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.

Senior External Examinations

Senior External Examinations course overview

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

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

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

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

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

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="2">Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td colspan="2" rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td></tr>
<tr><td colspan="2">Summative internal assessment 2 (IA2):
• Examination</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Recommendations: C or better in Extension Maths, or A/B in Core Maths

Mathematical Methods

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Surds and Quadratic functions • Binomial Expansion and Cubic functions • Functions and Relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • The logarithmic function • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further functions and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task		Summative internal assessment 3 (IA3): • Examination	
Summative internal assessment 2 (IA2): • Examination			
Summative external assessment (EA): 50% • Examination			

Recommendations: A or B in Extension Maths

Specialist Mathematics

General senior subject

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

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

Pathways

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

Objectives

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

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

Structure

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

The school will run the Alternate Sequence variation of the Specialist Maths course.

Odd years: Students complete Units 1 & 2 in year 11 and Units 3 & 4 in year 12.

Even years: Students complete Units 3 & 4 in year 11 and Units 1 & 2 in year 12.

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

Assessment

Schools devise assessments in Year 11 to suit their local context.

In Year 12 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
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<tr><td colspan="2">Summative internal assessment 2 (IA2):
• Examination</td></tr>
<tr><td colspan="5">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Recommendations: A or B in Extension Maths

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

English

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Recommendations: B or better in English

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Aboriginal & Torres Strait Islander Studies

General senior subject

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and globally.

Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

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

- define and use terminology
- demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies
- analyse worldviews of Aboriginal peoples and Torres Strait islander peoples
- consider and organise information from sources
- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit.	Continuity, change and influences • Resistance • Social and political change	Responses and contributions • Rights and freedoms • Land rights	Moving forward • Resilience • Reconciliation and recognition

Assessment

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

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

Summative assessments

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

Recommendations: C or better in English and Humanities (History)

Business

General senior subject

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 situations and environments
- explain business concepts and strategies
- interpret and analyse business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Structure

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

Assessment

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

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

Summative assessments

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

Recommendations: C or better in English

Geography

General senior subject

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.

Structure

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

Assessment

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

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

Summative assessments

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

Recommendations: C or better in English and Humanities

Legal Studies

General senior subject

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.

Structure

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

Assessment

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

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

Summative assessments

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

Recommendations: C or better in English and Humanities

Modern History

General senior subject

Modern History is a study of the forces that have shaped, and which continue to shape, the world around us. It is a living subject in which interpretations and perspectives are constantly evolving, and it provides the critical and creating thinking skills necessary to live effectively in a world that is in constant motion.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures, considering the ongoing importance of historical events in shaping our world today, such as we have seen in Ukraine, China, and the United States in recent years.

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. Additionally, the research and critical thinking skills embedded within the program are significant for further studies in any field.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Insurrection, Rebellion and Revolution in the Modern World from Robespierre to Trump, 1789 - 2020	**Movements in the modern world** • African-American civil rights movement, 1954–1968 • LGBTIQA+, Global Warming and Women's Movements: Social and Political Movements in the Modern World, 1970-2020	**National experiences in the modern world** • Terror, Fear, and the Mechanics of Power in Nazi Germany, 1933–1945 • Prohibition, Gangster Wars, and the Great Depression, The United States, 1920-1939	**International experiences in the modern world** • Berlin, Brinkmanship and the Bomb – The Cold War, 1945–1991 • The Vietnam War and Australia, 1950s – 1970s

Assessment

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

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

Summative assessments

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

Recommendations: C or better in English and Humanities

Ancient History

General senior subject

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.

Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies.

Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour. Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Ancient societies- Slavery • Ancient societies- Art and architecture • Ancient societies- Weapons and warfare • Ancient societies- Technology and engineering • Ancient societies- The family • Ancient societies- Beliefs, rituals and funerary practices.	**Personalities in their times** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart	**Reconstructing the Ancient World** • Thebes- East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • : Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades.	**People, power and authority** • Ancient Egypt -New Kingdom Imperialism • Ancient Greece- the Persian Wars • Ancient Greece- the Peloponnesian War • Ancient Rome- the Punic Wars • Ancient Rome- Civil War and the breakdown of the Republic. • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Julius Caesar • Augustus.

Assessment

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

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

Summative assessments

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

Recommendations: C or better in English and Humanities

Business Studies

Applied senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit Options
• Unit Option A: Working in administration • Unit Option B: Working in finance • Unit Option C: Working with customers • Unit Option D: Working in marketing • Unit Option E: Working in events • Unit Option F: Entrepreneurship

Assessment

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

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

Social & Community Studies

Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Structure

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

Core life skills	Elective topics	
• Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community	• The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure	• Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

Aerospace Systems

General senior subject

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems • Solving aerospace problems • Aerospace industries • Aerodynamics • Aircraft systems • Aerospace weather systems	**Aerospace technologies** • Operational assets • Operational environments • Operational control systems • Future applications	**Aerospace Ecosystems** • Aerospace regulatory systems • Human performance • Safety management systems and human factors • Operational accident and incident investigation processes • Airport and airline operation systems	**Aircraft performance systems and human factors** • Airspace management • Aircraft performance • Aircraft maintenance • Aircraft navigation and radio communication technologies • Human performance limitations

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

Recommendations: C or better in English, Core Maths and Science

Design

General senior subject

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Fashion

Applied senior subject

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 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 students 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

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.

Unit options	Unit title
Unit option A Unit option B Unit option C Unit option D Unit option E Unit option F	Fashion designers Historical fashion influences Slow fashion Collections Industry trends Adornment

Assessment

Fashion assessment from Units 3 and 4 is used to determine the student's exit result, and consists two assessments for each unit. The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Awareness campaign promoting sustainable fashion practices** Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Industrial Graphics Skills

Applied senior subject

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. 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 client expectations of drawing standards.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

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

Structure

The Industrial Graphics Skills course is designed around elective units.

Elective Units
• Graphics for the engineering industry • Graphics for the furnishing industry • Drafting for residential building • Computer-aided drafting — modelling

Assessment

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

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

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher- identified production skills and procedures.
A project consists of: • drawings drafted using the skills and procedures in 5–7 production processes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or eequivalent digital media	Students demonstrate the drafting skills and procedures used in 3–5 production processes and document their work in a multimodal response (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.

Furnishing Skills

Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe 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.

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

Objectives

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

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

Structure

The Furnishing Skills course is designed around 4 units.

Unit	Topic
• Unit 1 • Unit 2 • Unit 3 • Unit 4	• Cabinet-making • Production in the bespoke furniture industry • Furniture-making • Interior furnishing

Assessment

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

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

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
A project consists of: • Product manufactured using the skills and procedures in 5–7 production processes Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Students demonstrate the drafting skills and procedures used in 3–5 production processes and document their work in a multimodal response (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.

Certificate II in Electrotechnology

VET subject

In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work.

The certificate consists of 13 units of competencies that must be completed to be awarded Certificate II in Electrotechnology.

Entry requirements: Students must pass a Language, Literacy and Numeracy test as a pre-requisites for this qualification.

QCE points This Certificate II VET course can carry up to 4 credit points towards the QCE.

Total Units = 13 (8 core + 5 electives)

Core	*Possible Electives (only 5 units from the following at RTO's discretion)*
CPCWHS1001 Prepare to work safely in the construction industry UEECD0007 Apply work health and safety regulations, codes and practices in the workplace UEECD0009 Carry out routine work activities in an energy sector environment UEECD0021 Identify and select components, accessories and materials for energy sector work activities UEECD0038 Provide solutions and report on routine electrotechnology problems UEECD0046 Solve problems in single path circuits UEECD0052 Use routine equipment/plant/technologies in an energy sector environment UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises	UEERE0001 Apply environmentally and sustainable procedures in the energy sector UEECD0008 Carry out preparatory energy sector work activities HLTAID009 Provide cardiopulmonary resuscitation UEECD0019 Fabricate, assemble and dismantle utilities industry components UEECD0020 Fix and secure electrotechnology equipment UEECD0033 Produce products for carrying out energy sector work activities UEECD0035 Provide basic instruction in the use of electrotechnology apparatus UEERA0036 Establish the basic operating conditions of vapour compression systems

Assessment

Each competency will be assessed in multiple ways to demonstrate capability, these include:

- Observations
- Written exams
- Portfolios
- Practical tasks

No grades (A – E) will be awarded to students, you will be determined satisfactory (competent) or unsatisfactory (not competent). Therefore, exams are open book, portfolios, simulations, interviews are collaborative and practical observations will be demonstrated over multiple occasions.

Pathways

Successful completion of this course will put you on the path to an apprenticeship with a huge choice in the industry.

Possible job titles include:

- Electrical contractor
- Auto electrician
- Air con/refrigeration mechanic
- Computer aided automation technician
- Lighting designer
- Solar installer

DUAL QUALIFICATION

Certificate II Autonomous Technologies/ Certificate III in Aviation (Remote Pilot)

VET subject

Certificate II Autonomous Technologies - This qualification focuses on the integration of autonomous RPAS and ground vehicle operations for high growth industries including mining/utilities, agriculture, Marine/land management and advanced air mobility.

Certificate III in Aviation (Remote Pilot) - Specialise in data capture and mapping for advanced commercial drone operations. Perfect for industry-leading roles in RPAS, surveying, and logistics.

Entry requirements: There are no entry requirements although students must pass a Language, Literacy and Numeracy test as a pre-requisites for this qualification.

QCE points This dual qualification VET course carries up to 10 credit points towards the QCE

Assessment

Each competency will be assessed in multiple ways to demonstrate capability, these include:

- Observations
- Protocols
- Procedural documentation
- Portfolios
- Practical flights

No grades (A – E) will be awarded to students, you will be determined satisfactory (competent) or unsatisfactory (not competent) in skills for each unit.

The course fees are as follows:

COST	DESCRIPTION
$0	**Cert II VETis/Career Ready funded**
$500.00	**Certificate III qualification gap fee**

Pathways

Upon successful completion of this entry level course there are a number of career pathways from this qualification, including photography, cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles to name a few.

Certificate II in Hospitality

VET subject

Certificate II in Hospitality develops knowledge, understanding and skills essential to the hospitality industry with an emphasises on the food and beverage sector, such as food safety, hygiene, food production, food service, barista training and non-alcoholic beverages.

The certificate consists of 12 units of competencies that must be completed over 2 years:

- 6 core units
- 6 elective units, consisting of:
- Units elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

Entry requirements: There are no entry requirements or pre-requisites for this qualification.

QCE points This Certificate II VET course can carry up to 4 credit points towards the QCE

Total Units = 12 (6 core + 6 electives)

Core		*Electives*	
BSBTWK201	Work effectively with others	SITXFSA005	Use hygienic practices for food safety
SITHIND006	Source and use information on the hospitality industry	SITHFAB021	Provide responsible service of alcohol
SITHIND007	Use hospitality skills effectively	SITHFAB004	Prepare and serve non-alcoholic beverages
SITXCCS011	Interact with customers	SITHFAB005	Prepare and serve espresso coffee
SITXCOM007	Show social and cultural sensitivity	SITHFAB027	Serve food and beverage
SITXWHS005	Participate in safe work practices	BSBCMM211	Apply communication skills

Assessment

Each competency will be assessed in multiple ways to demonstrate capability, these include:

- Observations
- Written exams
- Portfolios
- Interviews
- Role plays/simulated work
- Structured Workplace Learning (SWL) – 12 shifts in industry

No grades (A – E) will be awarded to students, you will be determined satisfactory (competent) or unsatisfactory (not competent). Therefore, exams are open book, portfolios, role plays, simulations, interviews are collaborative and observations will be demonstrated over multiple occasions.

Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- bar attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- porter
- room attendant

Information & Communication Technology

Applied senior subject

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and 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 conslusion 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.

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Elective contexts
• Application development • Digital imaging and modelling • Layout and Publishing • Website production

Assessment

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

- at least two projects
- at least one Project Proposal.

Project Proposal	Project
Students produce a low-fidelity prototype for a product proposal in response to a client brief and technical information.	Students produce a high-fidelity product prototype in response to a client brief and technical information.
Presented in one of the following modes: • Written: 6 A4 pages or equivilant digital media • Multimodal: (at least two modes delivered at the same time): up to 3 minutes	A project consists of a product component and at least one of the following components: • Written: 8 A4 pages, or equivalent digital media that includes a demonstration. • Multimodal: (at least two modes delivered at the same time): up to 5 minutes.

Physical Education

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Health

General senior subject

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

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

Pathways

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. Studying Health can lead to employment in fields of health services, nursing, allied health professions, sports and nutrition services.

Objectives

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

- recognise and describe information about health-related topics and issues.
- Comprehend and use the Health inquiry model.
- Analyse and interpret information to draw conclusions about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Organise information for particular purposes.
- Make decisions about use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource • PERMA+ • Ottawa Charter - personal skills • RE-AIM	Peers and family as a resource for healthy living • Social cognitive theory • Ottawa Charter • RE-AIM	Community as a resource for healthy living • Social ecological model • Diffusion of innovations model • RE-AIM	Respectful relationships in the post-schooling transition • Life course perspective • Diffusion of innovations model • RE-AIM

Assessment

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

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

Summative assessments

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

Early Childhood Studies

Applied senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

Pathways

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

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
• Fundamentals of early childhood • Practices in early childhood	• Play and creativity • Literacy and numeracy skills • Being in a safe place • Health and physical wellbeing • Indoor and outdoor learning environments

Assessment

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

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

CERTIFICATE III IN FITNESS

VET Subject

Your fitness career goals are within your reach with this entry-level qualification. This course is an essential minimum requirement to work at a gymnasium or as an exercise instructor.

The course will be delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO Code: 31319 (www.binnacletraining.com.au).Therefore the course will attract fees in addition to the School Resource Scheme.

The course fees are as follows:

COST	DESCRIPTION
$100.00	**Binnacle Training Gap Fee** - ***Certificate III qualification + Cert II Sport and Recreation VETis funded.*** ***($495 Fee for service if not accessing VETis funding)***
$75.00	**Provide First Aid Certificate**
$175	**Total Cost**

Pathways

The Certificate III in Fitness is the minimum qualification required for employment as a Fitness Instructor. Upon completion of this course you can work in a gym conducting fitness appraisals, writing exercise programs, and teaching exercises.

COURSE STRUCTURE OVERVIEW

Term 1	**Sport, Fitness and Recreation Industry; Work Health and Safety in Sport & Fitness; Community Coaching General Principles**
Term 2	**Community Fitness programs; Policies and Procedures – WHS and Administrative Reporting; First Aid & CPR**
Term 3	**Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology**
Term 4	**Client Screening and Health Assessments; Body Composition and Fitness Testing; Anatomy and Physiology – Musculoskeletal and Nervous Systems; Plan and Deliver Exercise Programs; Movement and Mobility**
Term 5	**Anatomy and Physiology – Digestive System & Energy Systems; Nutrition – Providing Healthy Eating Information.**

Term 6	**Specific Populations; Training Older Clients; Client Conditions**
Term 7	**Training Other Specific Population Clients; Community Fitness Programs**
Term 8	**CPR refresher (optional)**

OUTSIDE SUBJECT COMMITMENT – TERMS 5-7

This program involves an 'outside subject' weekly component as follows:

- **MANDATORY**: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- **RECOMMENDED**: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours)

DUAL QUALIFICATION

CERTIFICATE II IN HEALTH SUPPORT SERVICES / CERTIFICATE III IN HEALTH SERVICES ASSISSTANCE

VET Subject

This qualification is conducted within a partnership arrangement with Connect'n'Grow and external Registered Training Organisation RTO). This qualification will lead students to a diverse range of pathway options within the Health Industry. This qualification provides students with skills and knowledge in assisting allied health professional staff. This qualification will provide students with knowledge and skills to effectively engage with clients of diverse cultures, in particular Aboriginal and Torres Strait Island clients. Health Services Assistance assist professional staff by visiting clients, preparing written and verbal reports, and helping with personal care that clients or carers may not be able to attend to. They work under the direction of professional staff such as social workers, physiotherapists, speech pathologists, occupational therapists and diversional therapists. Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education. To successfully complete qualification, students must demonstrate a satisfactory level of skills and knowledge required for each of the twenty-one units of competency in this course. Students will be assessed through written short answer responses and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

COST	DESCRIPTION
No fee for eligible students	Cert II Health Support Services (VETis/Career Ready funded) (Year 11)
$599	Connect n Grow Training Gap Fee for Cert III Health Service Assistance (Year 12)

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 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 Credits

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits 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 *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

***units Credit Transferred from Cert II into the Cert III**

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301* BSBPEF301	Organise personal work priorities and development 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

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.

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.

Sport & Recreation

Applied senior subject

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 outocmes
- Plan activities and strategies to enhance outcomes

- Perform activities and strategies to enhance outcomes
- Evaluate activitiies and strategies toe nhance outcomes

Structure

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

Unit Option	Unit title
Unit Option B	Coaching and officiating
Unit Option D	Athlete development and wellbeing
Unit Option G	Event management
Unit Option J	Optimising performance

Assessment

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

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

Biology

General senior subject

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse evidence
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context, they will be in a similar format to the Unit 3 and 4 assessments.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test – 60 minute test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation – 2000 word report</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment – 2000 word report</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Recommendations: C or better in Semester 1 Science and C or better in English

Chemistry

General senior subject

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse evidence
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context, they will be in a similar format to the Unit 3 and 4 assessments.

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

Summative assessments

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• Student experiment – 2000 word report</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Recommendations: C or better in Semester 1 Science, C or better in English and C or better in Core Maths

Physics

General senior subject

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

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

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse evidence
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context, they will be in a similar format to the Unit 3 and 4 assessments.

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

Summative assessments

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• Student experiment – 2000 word report</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Recommendations: C or better in Semester 2 Science, C or better in English and C or better in Extension Maths

***Advised to do Mathematical Methods in Year 11 and 12**

Aquatic Practices

Applied Senior Syllabus

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

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

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

Pathways

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

Objectives

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

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

.

Structure

The Aquatic Practices course is structured around 4 units.

Unit	Topic
• Unit 1 • Unit 2 • Unit 3 • Unit 4	• Using Aquatic Environments – Raft building and snorkelling skills • Aquatic Ecosystems – Species richness and safety in fishing areas • Aquaculture – Investigate the best living conditions for marine organisms • Recreational and Commercial Fishing – Lure design and fishing practical skills and safety.

Assessment

For Aquatics Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments (2 per unit), including:

Applied investigation	Practical Project
Investigate a question Document the investigative process and methodologies Analyse and evaluate results Make recommendations .	Use practical skills to complete a project in response to a scenario Create a physical product or demonstrate a physical skill
• Multimodal – up to 7 minutes and 10 A4 pages or • Written - 1000 words	• Product • Performance of up to 4 minutes • Multimodal – 5 minutes and 8 A4 pages

Science in Practice

Applied senior subject

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.

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.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

Structure

The Science in Practice course is structured around 4 units.

Unit	Topics
• Unit 1 • Unit 2 • Unit 3 • Unit 4	• Forensics – Crime scene analysis and demonstration of forensic techniques • Transport – Efficient car design and investigation of efficient fuel sources • Consumer Science – Testing manufacturing processes of industrial dyes • Disease – Efficiency of homeopathic disinfectants and investigating the spread of disease

Assessment

For Science in Practice, assessment from Units 3 and 4 are used to determine the student's exit result, and consists of four instruments (2 per unit), including:

Applied investigation	Practical Project
Investigate a question Document the investigative process and methodologies Analyse and evaluate results Make recommendations .	Use practical skills to complete a project in response to a scenario Create a physical product or demonstrate a physical skill
• Multimodal – up to 7 minutes and 10 A4 pages or • Written - 1000 words	• Product • Performance of up to 4 minutes • Multimodal – 5 minutes and 8 A4 pages

Japanese

General senior subject

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし My world • Family/carers and friends • Lifestyle and leisure • Education	**私達のまわり** Exploring our world • Travel • Technology and media • The contribution of Japanese culture to the world	**私達の社会** Our society • Roles and relationships • Socialising and connecting with my peers • Groups in society	**私の将来** My future • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

Recommendations: C or better in Japanese

Drama

General senior subject

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

*This course of study may be offered in Alternate Sequence.

Assessment

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

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

Summative assessments

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="2">Summative internal assessment 1 (IA1):
• Performance</td><td colspan="2" rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led Project</td></tr>
<tr><td colspan="2">Summative internal assessment 2 (IA2):
• Dramatic Concept</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Recommendations: C or better in English

Drama in Practice

Applied senior subject

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 Drama in Practice is engaging with schools, local community contexts and 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.

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. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices.
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes.
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Community In this unit, students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community.	**Collaboration** In this unit, students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.	**Commentary** In this unit, students explore the power of drama in commenting on social issues. As theatre-makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale.	**Contemporary** In this unit, students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre.

Assessment

For Drama in Practice, assessment from Units 3 and 4 are used to determine the student's exit result. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Devising Project	Performance	Directorial Project	Performance
Students plan and perform a devised scene.	Students perform a collage drama selected and directed by the teacher.	Students plan and make a director's brief.	Students perform an excerpt from a published playscript.
• Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages, OR equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	• Students can develop their responses in class time and their own time. • The collage drama may be performed in small groups (2–4 actors). Students must be assessed individually. • Each student must be actively engaged with a primary focus in the performance for a minimum of 2 minutes.	• Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages, OR equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	• Students can develop their responses in class time and their own time. • The excerpt may be performed individually or in small groups (2–4 actors). Students must be assessed individually. • Each student must be actively engaged with a primary focus in the performance for a minimum of 2 minutes.

Music

General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through composition, performance and 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 of arts administration, communication, education, creative industries, public relations and science and technology.

- resolve music ideas.

Objectives

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

- demonstrate technical skills
- explain 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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

*This course of study may be offered in Alternate Sequence.

Assessment

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

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

Summative assessments

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• Integrated project</td></tr>
<tr><td colspan="2">Summative internal assessment 2 (IA2):
• Composition</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Recommendations: C or better in English and Music

Music in Practice

Applied subject

Music in Practice gives students opportunities to engage with music productions, and interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing personal compositions and performances. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others music work in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, music management and music promotions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cutting Edge Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas.	**Music of Today** Students experiment with music elements and concepts, compositional devices and song-writing techniques for composition tasks. They rehearse, refine and develop technical skills to shape and share music ideas, emotions and experiences relevant to contemporary music.	**'Live' on Stage** Students experiment with music elements and concepts and compositional devices for composition tasks, and rehearse, refine and develop technical skills to shape and share music relevant to the entertainment or media industry.	**Building your Brand** Students identify and develop their brand by investigating personal interests, skills and preferences in contemporary music; roles, opportunities and pathways available in the music industry; professional music industry practices and cultures; how to use and generate industry connections; skills and strategies for operating in the music industry; and legal and ethical issues.

Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Project	Performance	Composition
A response to a single task, situation and/or scenario that contains two or more components	A technique that assesses the physical demonstration of identified skills	A technique that assesses the application of skills to create music
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions	Music performance: minimum of two minutes total performance time Production performance: Variable conditions	Manipulating existing sounds : minimum of two minutes Arranging and creating: Minimum of 32 bars or 60 seconds

Visual Art

General senior subject

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.

Structure

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

*This course of study may be offered in Alternate Sequence.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1		Summative internal assessment 3 (IA3): • Project — inquiry phase 3	
Summative internal assessment 2 (IA2): • Project — inquiry phase 2			
Summative external assessment (EA): 25% • Examination			

Recommendations: C or better in English

Visual Arts in Practice

Applied senior subject

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

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and idea.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking Inwards (self) Students explore and respond to ideas about self to think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.	**Looking outwards (others)** Students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. In the role of artists or artisans, students explore issues and concerns within the community.	**Clients** Students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.	**Transform & Extend** Students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Project	Resolved Artwork	Project	Resolved Artwork
Students plan a commissioned work through making and evaluating a design proposal.	Stydents make a resolved artwork selecting appropriate media, technologies and skills.	Students evaluate the art practice of a selected artist in order to male a folio of stylistic experiments for use when planning an artwork.	Stydents make a resolved artwork selecting appropriate media, technologies and skills.
A Design proposal including multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	• 2D, 3D, digital (static) and/or time-based media: up to 4 artworks	A Folio of stylistic experiments including up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words	• 2D, 3D, digital (static) and/or time-based media: up to 4 artworks

• Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent		• Spoken: up to 4 minutes, or signed equivalent	

Recommendations: C or better in English