



Corinda State High School
**Senior Subject
Selection
Handbook
2027/2028**





Executive Principal's Welcome

At Corinda State High School, we enjoy an enviable reputation of academic excellence and multiple pathway programs that ensure success for all students. Every student graduates from Corinda globally engaged, competitive and credentialed. The school's vision is to create a place of learning that Exceeds Your Expectations and its aim is to revolutionise learning so that students are creative, curious problem solvers ready for a future that is unknown.

The school is committed to impacting the individual growth of each student and staff regularly strategise, examine and review student data to measure improvement. The academic coaching program is recognised across the state for its innovation in supporting students to achieve their academic and vocational goals. This has resulted in major improvements in student achievement data in the senior school.

Corinda State High school acknowledges the need to build on solid foundations where Numeracy and Literacy remain crucial as an essential skill, while equipping students with transformative competencies they need to become active, responsible and engaged globally mindful students.

Corinda's brand as a future focused school is unique and the school consistently strives to engage and inspire students towards successful futures.

Ross Bailey
Executive Principal



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Senior Subject Selection Guide Introduction

The purpose of this guide is to support students and parents/carers in deciding Years 11 and 12 subject selections. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects, and VET qualifications that form the basis of Corinda State High School's curriculum offerings.

The information contained in this booklet is a summary of the approved QCAA General, Applied, Senior External Examinations and Short Courses syllabuses. It also includes summaries of each school-based VET qualification offered at Corinda, information regarding school-based Apprenticeships and Traineeships, and other possible VET pathways.

Senior Education Profile

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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



Senior subjects

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

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

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



Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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



QCE eligibility

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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



Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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



Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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



General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

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.



General (Extension) syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

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 (Extension) 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%.



General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.
- Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Students

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**



Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

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

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

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

Short Course syllabuses

Course overview

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

Short Courses are available in:

- Literacy
- Numeracy

Assessment

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

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



QCAA senior syllabuses

English

Applied

- Essential English

General

- English
- English as an Additional Language
- Literature

General (Senior External Examination)

- English

Short Course

- Literacy

Health and Physical Education

Applied

- Sport & Recreation

General

- Health
- Physical Education

Humanities and Social Sciences

Applied

- Business Studies
- Religion & Ethics
- Social & Community Studies

General

- Accounting
- Ancient History
- Economics
- Geography
- Legal Studies
- Modern History
- Philosophy & Reason

Languages

General

- Chinese
- French
- German
- Japanese
- Spanish

General (Senior External Examination)

- Arabic
- Chinese
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

General (Senior External Examination)

- General Mathematics

Short Course

- Numeracy

Sciences

Applied

- Agricultural Practices
- Science in Practice

General

- Agricultural Science
- Biology
- Chemistry
- Physics
- Psychology

Technologies

Applied

- Fashion
- Hospitality Practices
- Industrial Graphics Skills

General

- Design
- Digital Solutions
- Engineering

The Arts

Applied

- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

General

- Dance
- Drama
- Music
- Visual Art



English

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

APPLIED



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, 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): <ul style="list-style-type: none"> • Spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Written response



English

General senior subject

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

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

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

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



English as an Additional Language

General senior subject

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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



- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> • Understanding texts • Language and textual analysis • Responding to and creating texts 	Perspectives in texts <ul style="list-style-type: none"> • Understanding texts • Language and textual analysis • Responding to and creating texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> • Understanding texts • Language and textual analysis • Responding to and creating texts 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

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

ELIGIBILITY STATEMENT

English as an Additional Language is designed for students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom Standard Australian English (SAE) is not the first or home language/dialect
- students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language
- those who enter senior schooling with
 - not more than a total of five years of full-time schooling where the medium of instruction is English
 - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
 - varying exposure to English, but who have had disrupted education in one or more countries, including Australia
 - some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia.

Schools are best placed to identify and confirm the eligibility of students undertaking this subject.

This syllabus is incompatible with the following English senior syllabuses: English, Literature, English & Literature Extension. Students may study English as an Additional Language in combination with Essential English and/or Short Course in Literacy.



Literature

General senior subject

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

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

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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



General (Senior External Examination) — English

SEE

The following English subject is offered through the General (Senior External Examination) (SEE) syllabus:

- English.

Assessment

All assessment in this syllabus will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

The external examination for the General (SEE) subject in English is developed and marked by QCAA-appointed assessors.



English

General (Senior External Examination) subject

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

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

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* external assessments, both of which will count towards their final mark in this subject. In English, these assessments contribute 100% to a student's/candidate's overall subject result.

External assessment is developed and marked by the QCAA.

Examinations are based on topics and subject matter from Units 3 and 4 and require assumed knowledge from Units 1 and 2.

Note: Section 2: Analytical written response of Summative external examination 2 (SEE 2) is the same as the Summative external assessment (EA) in the *English General senior syllabus 2025*.

Summative assessments

Unit 3	Unit 4
External assessment 1: Examination — extended response <ul style="list-style-type: none"> • Section 1: Persuasive written response • Section 2: Extended written response for a public audience 	50%
External assessment 2: Examination — extended response <ul style="list-style-type: none"> • Section 1: Imaginative written response • Section 2: Analytical written response 	50%



Literacy

Short Course

Literacy is embedded across the school curriculum and is developed through all phases of learning. The Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes. Literacy is integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in

interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

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

Objectives

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

- comprehend ideas and information in familiar and unfamiliar texts
- communicate ideas and information.

Structure

Topic 1	Topic 2
Personal identity <ul style="list-style-type: none"> • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information. 	Workplace contexts <ul style="list-style-type: none"> • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information.

Assessment

Schools develop *two* assessment instruments to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity	Topic 2: Workplace contexts
<ul style="list-style-type: none"> • Internal assessment option A: Written response • Internal assessment option B: Spoken or multimodal response • Internal assessment option C: Reading comprehension examination 	



Health and Physical Education

Sport & Recreation

Applied senior subject

Applied

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

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

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

and sports, lifelong physical activities, and rhythmic and expressive movement activities.

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

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

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

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

APPLIED



Structure

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

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



Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Performance Performance: up to 4 minutes</p> <p>Planning and evaluation One of the following:</p> <ul style="list-style-type: none"> • 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.	<p>Investigation and session plan One of the following:</p> <ul style="list-style-type: none"> • 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 <p>Performance Performance: up to 4 minutes</p> <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words



Health

General senior subject

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

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

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

strategies that mediate, enable and advocate change through health promotion.

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol and other drugs (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Transport safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

Assessment

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

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

Summative assessments

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



Physical Education

General senior subject

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies

skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity 	Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers 	Tactical awareness and ethics in physical activity <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity 	Energy, fitness and training in physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated in physical activity

Assessment

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

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

Summative assessments

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



Humanities and Social Sciences

Business Studies

Applied senior subject

Applied

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

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

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

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

in the workplace to successfully participate in future employment.

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

Pathways

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

Objectives

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

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

APPLIED



Structure

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

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

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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



Religion & Ethics

Applied senior subject

Applied

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

APPLIED



Structure

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

Unit option	Unit title
Unit option A	Australian identity
Unit option B	Social justice
Unit option C	Meaning, purpose and expression
Unit option D	World religions and spiritualities
Unit option E	Peace
Unit option F	Sacred stories

Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	<p>Product/Plan/Campaign One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words



Social & Community Studies

Applied senior subject

Applied

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

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

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

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

networks, and to be active and informed citizens.

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

Pathways

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

Objectives

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

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

APPLIED



Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p>Item of communication</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 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 <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> • 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



Accounting

General senior subject

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting <ul style="list-style-type: none"> • Introduction to accounting • Accounting for today's businesses 	Financial reporting <ul style="list-style-type: none"> • End-of-period reporting for today's businesses • Performance analysis of a sole trader business 	Managing resources <ul style="list-style-type: none"> • Cash management • Managing resources for a sole trader business 	Accounting — the big picture <ul style="list-style-type: none"> • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

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

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

Summative assessments

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



Ancient History

General senior subject

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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 continue 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.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

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: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students 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.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the Ancient World</p> <ul style="list-style-type: none"> • Digging up the past • Features of ancient societies 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Personality from the Ancient World 1 • Personality from the Ancient World 2 	<p>Reconstructing the Ancient World</p> <p>Schools select two of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period 	<p>People, power and authority</p> <p>Schools select one of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire <p>Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.</p>



Assessment

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

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

Summative assessments

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



Economics

General senior subject

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what

are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

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



Pathways

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Objectives

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • International trade • Global economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

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

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

Summative assessments

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



Geography

General senior subject

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

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

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

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the

environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • 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): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%



Legal Studies

General senior subject

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using

information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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



Modern History

General senior subject

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

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

conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the Modern World</p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 	<p>Movements in the Modern World</p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) 	<p>National experiences in the Modern World</p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins). 	<p>International experiences in the Modern World</p> <p>Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations



Unit 1	Unit 2	Unit 3	Unit 4
1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) <ul style="list-style-type: none"> Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) Arab Spring since 2010 (Tunisian Revolution begins) Alternative topic for Unit 1. 	<ul style="list-style-type: none"> African-American civil rights movement since 1954 (judgment in <i>Brown v. Board of Education</i> delivered) Environmental movement since the 1960s (<i>Silent Spring</i> published) LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) Alternative topic for Unit 2. 		Working Group on Indigenous Populations established) <ul style="list-style-type: none"> Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). <p>Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.</p>

Assessment

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

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

Summative assessments

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



Philosophy & Reason

General senior subject

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none"> Fundamentals of reason 	Reason in philosophy <ul style="list-style-type: none"> Philosophy of religion Philosophy of science Philosophy of mind 	Moral philosophy and schools of thought <ul style="list-style-type: none"> Moral philosophy Philosophical schools of thought 	Social and political philosophy <ul style="list-style-type: none"> Rights Political philosophy

Assessment

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

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

Summative assessments

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



Chinese

General senior subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Chinese influences around the world 	社会现象；文化和特性 Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	我的现在和未来 My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

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

Summative assessments

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



French

General senior subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	L'exploration du monde — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • French influences around the world 	Notre société; culture et identité — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	Mon présent; mon avenir — My present; My future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

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

Summative assessments

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



German

General senior subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	Unsere Welt erkunden — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • German influences around the world 	Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	Meine Gegenwart; meine Zukunft — My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

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

Summative assessments

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



Japanese

General senior subject

General

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and

problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

A course of study in 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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	私達の世界をたんけんする — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Japanese influences around the world 	私達の社会、文化とアイデンティティ — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	私の現在と将来 — My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

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

Summative assessments

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



Spanish

General senior subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	La exploración de nuestro mundo — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Spanish influences around the world 	Nuestra sociedad; cultura e identidad — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyle and leisure • The arts, entertainment and sports • Groups in society 	Mi presente; mi futuro — My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

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

Summative assessments

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



General (Senior External Examination) — Languages

The following languages are offered through General (Senior External Examination) (SEE) syllabuses:

- Arabic *
- Chinese
- Indonesian
- Korean
- Latin *
- Modern Greek *
- Polish *
- Punjabi *
- Russian *
- Tamil*
- Vietnamese.

These syllabuses are currently being revised. The *Senior subject guide* will be updated after the syllabuses are released. Please monitor QCAA memos to be notified when the syllabuses are released.

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

Each language examination consists of a written and an oral component, completed on different days. **Students must sit both components.**

All oral examinations will be recorded.

Language examinations

* Arabic, Latin, Modern Greek, Polish, Punjabi, Russian and Tamil are 'borrowed' syllabuses, i.e. General SEE syllabuses are based on interstate jurisdiction syllabuses.

In such cases, the oral and written examinations will be set by a panel appointed by the relevant interstate Authority, and marked by assessors appointed by that Authority.

For all other languages syllabuses (Chinese, Indonesian, Korean and Vietnamese), External examinations are developed and marked by QCAA-appointed assessors.



Arabic

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these

interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Arabic is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *VCE Arabic Study Design*



should be used as the syllabus objectives for this course.

Structure

The units specified in the *VCE Arabic Study Design* should be used as the units for this course.

The subject matter specified in the *VCE Arabic Study Design* should be used as the subject matter for this course.

In both the VCAA and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Arabic, see the *VCE Arabic Study Design* and VCAA website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Arabic will be determined by the QCAA using assessment results provided by the VCAA. Students must be prepared to be examined on information in the *VCE Arabic Study Design*, available on the VCAA website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	
<ul style="list-style-type: none"> • Oral examination (25%) • Written examination (75%) 	
	100%



Chinese

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Chinese influences around the world 	社会现象；文化和特性 Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	我的现在和未来 My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

Unit 3	Unit 4
External assessment 1: Examination — extended response <ul style="list-style-type: none"> • Section 1: Extended response — multimodal presentation • Section 2: Extended response — conversation 	25%
External assessment 2: Examination — extended response	75%



Indonesian

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

A course of study in Indonesian 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/candidates will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Indonesian influences around the world 	Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sport • Groups in society 	My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

Unit 3	Unit 4
External assessment 1: Examination — extended response <ul style="list-style-type: none"> • Section 1: Extended response — multimodal presentation • Section 2: Extended response — conversation 	25%
External assessment 2: Examination — extended response	75%



Korean

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

A course of study in Korean 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/candidates will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Korean influences around the world 	Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sport • Groups in society 	My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

Unit 3	Unit 4
External assessment 1: Examination — extended response <ul style="list-style-type: none"> • Section 1: Extended response — multimodal presentation • Section 2: Extended response — conversation 	25%
External assessment 2: Examination — extended response	75%



Latin

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use

language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Latin is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Latin can establish a basis for further education and employment in many professions and industries.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *Latin Continuers 11-12*



Syllabus should be used as the syllabus objectives for this course.

Structure

The units specified in the *Latin Continuers 11-12 Syllabus* should be used as the units for this course.

The subject matter specified in the *Latin Continuers 11-12 Syllabus* should be used as the subject matter for this course.

In both the NSW Education Standards Authority and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Latin, see the *Latin Continuers 11-12 Syllabus* and NSW Education Standards Authority website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Latin will be determined by the QCAA using assessment results provided by the NSW Education Standards Authority. Students must be prepared to be examined on information in the *Latin Continuers 11-12 Syllabus*, available on the NSW Education Standards Authority website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	
<ul style="list-style-type: none"> Written examination (100%) 	
	100%



Modern Greek

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language

provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Modern Greek is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.



The syllabus objectives, or their equivalent, specified in the *VCE Greek Study Design* should be used as the syllabus objectives for this course.

Structure

The units specified in the *VCE Greek Study Design* should be used as the units for this course.

The subject matter specified in the *VCE Greek Study Design* should be used as the subject matter for this course.

In both the VCAA and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Modern Greek, see the *VCE Greek Study Design* and VCAA website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Modern Greek will be determined by the QCAA using assessment results provided by the VCAA. Students must be prepared to be examined on information in the *VCE Greek Study Design*, available on the VCAA website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	
<ul style="list-style-type: none"> • Oral examination (25%) • Written examination (75%) 	
	100%



Polish

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these

interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Polish is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *Stage 2 Nationally Assessed Languages Continuers Level Subject Outline*



should be used as the syllabus objectives for this course.

Structure

The units specified in the *Stage 2 Nationally Assessed Languages Continuers Level Subject Outline* should be used as the units for this course.

The subject matter specified in the *Stage 2 Nationally Assessed Languages Continuers Level Subject Outline* should be used as the subject matter for this course.

In both the South Australian Certificate of Education (SACE) and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Polish, see the *Stage 2 Nationally Assessed Languages Continuers Level Subject Outline* and South Australian Certificate of Education (SACE) website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Polish will be determined by the QCAA using assessment results provided by the South Australian Certificate of Education (SACE). Students must be prepared to be examined on information in the *Stage 2 Nationally Assessed Languages Continuers Level Subject Outline*, available on the South Australian Certificate of Education (SACE) website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	100%
<ul style="list-style-type: none"> • Oral examination (25%) • Written examination (75%) 	



Punjabi

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these

interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Punjabi is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *VCE Punjabi Study Design*



should be used as the syllabus objectives for this course.

Structure

The units specified in the *VCE Punjabi Study Design* should be used as the units for this course.

The subject matter specified in the *VCE Punjabi Study Design* should be used as the subject matter for this course.

In both the VCAA and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Punjabi, see the *VCE Punjabi Study Design* and VCAA website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Punjabi will be determined by the QCAA using assessment results provided by the VCAA. Students must be prepared to be examined on information in the *VCE Punjabi Study Design*, available on the VCAA website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	
<ul style="list-style-type: none"> • Oral examination (25%) • Written examination (75%) 	
	100%



Russian

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these

interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Russian is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *VCE Russian Study Design* should be used as the syllabus objectives for this course.



Structure

The units specified in the *VCE Russian Study Design* should be used as the units for this course.

The subject matter specified in the *VCE Russian Study Design* should be used as the subject matter for this course.

In both the VCAA and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Russian, see the *VCE Russian Study Design* and VCAA website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Russian will be determined by the QCAA using assessment results provided by the VCAA. Students must be prepared to be examined on information in the *VCE Russian Study Design*, available on the VCAA website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	
<ul style="list-style-type: none"> • Oral examination (25%) • Written examination (75%) 	
	100%



Tamil

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these

interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

Tamil is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *VCE Tamil Study Design*



should be used as the syllabus objectives for this course.

Structure

The units specified in the *VCE Tamil Study Design* should be used as the units for this course.

The subject matter specified in the *VCE Tamil Study Design* should be used as the subject matter for this course.

In both the VCAA and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Tamil, see the *VCE Tamil Study Design* and VCAA website.

Assessment

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

A final result for Queensland students of Tamil will be determined by the QCAA using assessment results provided by the VCAA. Students must be prepared to be examined on information in the *VCE Tamil Study Design*, available on the VCAA website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Summative assessments

Unit 3	Unit 4
Units 3 and 4 assessment: Senior External Examination	
<ul style="list-style-type: none"> • Oral examination (25%) • Written examination (75%) 	
	100%



Vietnamese

General (Senior External Examination) subject

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional

language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

A course of study in Vietnamese 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/candidates will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Vietnamese influences around the world 	Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sport • Groups in society 	My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

In Units 3 and 4 students/candidates complete *two* summative external examinations at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

Unit 3	Unit 4
External assessment 1: Examination — extended response <ul style="list-style-type: none"> • Section 1: Extended response — multimodal presentation • Section 2: Extended response — conversation 	25%
External assessment 2: Examination — extended response	75%



Mathematics

Essential Mathematics

Applied senior subject

Applied

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and

concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop

APPLIED



leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Managing money 	Data and travel <ul style="list-style-type: none"> • Fundamental topic: Calculations • Data collection • Graphs • Time and motion 	Measurement, scales and chance <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies 	Graphs, data and loans <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination — short response



General Mathematics

General senior subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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



transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20%			
Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50%			
• Examination — combination response			



Mathematical Methods

General senior subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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



Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • 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): 20% Problem-solving and modelling task	
Summative internal assessment 2 (IA2): • Examination — short response	Summative internal assessment 3 (IA3): • Examination — short response
Summative external assessment (EA): 50% • Examination — combination response	

Objectives

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

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



Specialist Mathematics

General senior subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			



General (Senior External Examination) — Mathematics

SEE

The following Mathematics subject is offered through General (Senior External Examination) (SEE) syllabuses:

- General Mathematics.

Assessment

All assessment in this syllabus will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

External examinations for General (SEE) subjects in Mathematics are developed and marked by QCAA-appointed assessors.



General Mathematics

General (Senior External Examination) subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between

related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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



Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* external assessments, both of which will count towards their final mark in this subject. In General Mathematics, these assessments contribute 100% to a student's/candidate's overall subject result.

External assessment is developed and marked by the QCAA.

Examinations are based on topics and subject matter from Units 3 and 4 and require assumed knowledge from Units 1 and 2.

Note: Summative external examination 2: Examination — combination response is the same as the Summative external assessment (EA) in the *General Mathematics General senior syllabus 2025*.

Summative assessments

Unit 3	Unit 4
External assessment 1: Examination — extended response	50%
External assessment 2: Examination — combination response <ul style="list-style-type: none"> • Paper 1: Short response and multiple choice simple familiar questions • Paper 2: Short response complex familiar and complex unfamiliar questions 	50%



Numeracy

Short Course

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and

communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

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

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Structure

Topic 1	Topic 2
<p>Personal identity and community</p> <ul style="list-style-type: none"> • Identify and interpret mathematical information in the context of personal identity and community. • Use and apply mathematical knowledge in the context of personal identity and community. • Communicate and represent mathematical knowledge in the context of personal identity and community. 	<p>Workplace and employment</p> <ul style="list-style-type: none"> • Identify and interpret mathematical information in the context of workplace and employment. • Use and apply mathematical knowledge in the context of workplace and employment. • Communicate and represent mathematical knowledge in the context of workplace and employment.



Assessment

Schools develop *two* assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
One of the following assessments: <ul style="list-style-type: none"> • Internal assessment option A: Project — Personal identity and community • Internal assessment option B: Examination — Personal identity and community 	One of the following assessments: <ul style="list-style-type: none"> • Internal assessment option C: Project — Workplace and employment • Internal assessment option D: Examination — Workplace and employment



Sciences

Agricultural Practices

Applied senior subject

Applied

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

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

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

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a

willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

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

APPLIED



Structure

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

Unit option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none"> • Product: 1 • Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



Science in Practice

Applied senior subject

Applied

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

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

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

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

communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

APPLIED



Structure

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

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

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	<p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	<p>Completed project</p> <p>One of the following:</p> <ul style="list-style-type: none"> Product: 1 Performance: up to 4 minutes <p>Documented process</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>



Agricultural Science

General senior subject

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal

physiology, and how they can be manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.



Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems <ul style="list-style-type: none"> • Agricultural enterprises A • Animal production A • Plant production A 	Resources <ul style="list-style-type: none"> • Management of renewable resources • Physical resource management • Agricultural management, research and innovation 	Agricultural production <ul style="list-style-type: none"> • Animal production B • Plant production B • Agricultural enterprises B 	Agricultural management <ul style="list-style-type: none"> • Enterprise management • Evaluation of an agricultural enterprise's sustainability

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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			



Biology

General senior subject

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

PLEASE NOTE:

At Corinda SHS, if you choose to study Biology as a General subject in year 11, you will also be enrolled in a Certificate II in Sampling & Measurement with ABC Training organisation. This will be timetabled as one additional lesson per week to support the laboratory skills required in your Biology studies. However, if you will be using your VETiS funding elsewhere, you will not be required to complete this course.



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 data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

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

PLEASE NOTE:

At Corinda SHS, if you choose to study Chemistry as a General subject in year 11, you will also be enrolled in a Certificate II in Sampling & Measurement with ABC Training organisation. This will be timetabled as one additional lesson per week to support the laboratory skills required in your Chemistry studies. However, if you will be using your VETiS funding elsewhere, you will not be required to complete this course.



Physics

General senior subject

General

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is

used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

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



Psychology

General senior subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep 	Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			



Technologies

Fashion

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

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

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

individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

APPLIED



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

Assessment

Students complete two assessment tasks 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.	<p>Fashion product Product: fashion garment/s</p> <p>Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<p>Unit-specific product Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign</p> <p>Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>



Hospitality Practices

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to

recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

APPLIED



Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<p>Practical demonstration Practical demonstration: menu item</p> <p>Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<p>Practical demonstration Practical demonstration: delivery of event</p> <p>Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Investigation	Students investigate and evaluate practices, skills and processes.	<p>Investigation and evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words



Industrial Graphics Skills

Applied senior subject

Applied

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

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing 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.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn

to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

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 products
- adapt plans, skills and products.

APPLIED



Structure

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<p>Practical demonstration of drafting Drawings: the drafting skills and procedures used in 3–5 production processes</p> <p>Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students draft in response to a provided client brief and technical information.	<p>Unit-specific product Drawings: drawings drafted using the skills and procedures in 5–7 production processes</p> <p>Drawing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>



Design

General senior subject

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

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

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design <ul style="list-style-type: none"> • Designing for others 	Commercial design influences <ul style="list-style-type: none"> • Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> • Responding to opportunities

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%



Digital Solutions

General senior subject

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions

with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

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): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%



Engineering

General senior subject

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals <ul style="list-style-type: none"> • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials 	Civil structures <ul style="list-style-type: none"> • Civil structures in society • Civil structures and forces • Civil engineering materials 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Machines, mechanisms and control • Materials

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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%



The Arts

Media Arts in Practice

Applied senior subject

Applied

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

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media

techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

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

APPLIED



Structure

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

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	<p>Design product Design product must represent:</p> <ul style="list-style-type: none"> • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). <p>Planning and evaluation of design product One of the following:</p> <ul style="list-style-type: none"> • 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
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	<p>Media artwork One of the following:</p> <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s



Music in Practice

Applied senior subject

Applied

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a

positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Objectives

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

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

APPLIED



Structure

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: <ul style="list-style-type: none"> • 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



Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

APPLIED



Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p>Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <p>OR</p> <p>Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p>Planning and evaluations One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	<p>Resolved artwork</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s



Dance

General senior subject

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	Moving through environments How does the integration of the environment shape dance to communicate meaning?	Moving statements How is dance used to communicate viewpoints?	Moving my way How does dance communicate meaning for me?

Assessment

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

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

Summative assessments

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



Drama

General senior subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and

digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our understanding of humanity?	Transform How can you transform dramatic practice?

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Practice-led project	35%
Summative internal assessment 2 (IA2): • Dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			



Music

General senior subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in

Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>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?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

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

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

Summative assessments

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



Music Extension

General senior subject

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

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

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

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

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

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

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



Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

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

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

Summative assessments — Composition specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Musicology specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

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



Visual Art

General senior subject

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

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative

and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects 	Art as code <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions 	Art as knowledge <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed 	Art as alternate <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

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



Corinda State High School
**Vocational
Education &
Training Guide
2027/2028**

CORINDA STATE HIGH SCHOOL





Vocational Education and Training (VET) Guide

What is Vocational Education?

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

Corinda State High School is a Registered Training Organisation (RTO30464) and is able to offer nationally recognised certificate courses (VET certificates) to your child at school. VET can be studied as:

- A certificate course that is provided by the school
- A certificate course provided by a TAFE or other outside Registered Training Organisations
- As part of a School Based Traineeship or Apprenticeship.

This handbook has been written to provide VET students with important information about the VET programs offered by this School as well as your rights and responsibilities as a VET student.

You will be asked to **sign that you have read this handbook**, so please take the time to study it carefully and to ask your VET teachers about anything which you are unsure of. This document should be used as a reference in regards to policies and procedures that support you as a student who is completing your VET course at Corinda SHS, with Corinda SHS as the Registered Training Organisation (RTO).

You should also know that the contents of this handbook, in many instances represent the key points of various VET Policies and Procedures developed by this School in accordance with the QCAA requirements. The trainers and assessors of this Registered Training Organisation (RTO) will support students to understand their rights as student learners with this training organisation.

Why does VET exist?

- VET exists to give people better skills and more opportunities. No matter what type of skills you need or what job you're interested in, you can get the training you want and deserve.
- VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job.
- VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at School, at a Registered Training Organisation such as a TAFE, or in the workplace.
- VET assists students to develop the personal qualities of independence, initiative and self-determination that will benefit them in employment and life.



The National VET System

Code of Practice & Legislative Requirements

As a Registered Training Organisation, Corinda State High School will operate within the Principles and Standards of the Australian Skills Quality Authority. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

Corinda State High School will meet all legislative requirements of the State and Federal governments. In particular, Workplace Health and Safety, Workplace Relations, Vocational Placement and Copyright Standards will be met at all times.

Access & Equity

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This School strives to meet the needs of each student through incorporating access and equity principles and practices in line with Education Queensland Policy which acknowledge the right of all students to equality of opportunity without discrimination.

Individual Student VET Agreement

At the commencement of all VET subjects, VET teachers/trainers will induct students on Occupational Health and Safety measures and will continue to incorporate OH&S issues throughout the VET course. Students who complete these qualifications are required to support the Corinda SHS VET induction and sign and complete an 'Individual Student VET Agreement' for training undertaken with Corinda SHS as a Registered Training Organisation. **It is mandatory for students to complete and return the VET Contract for Certification.**

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process used to assess individuals' existing level of knowledge and skills against individual or multiple units of competencies. Students are provided with the school's RPL policy prior to enrolment in The Student Management System. They are made aware of the RPL application form. As part of their student induction, the process and types of evidence that can be used to support RPL applications is provided to them.

RPL applications will only be considered if the school's RPL application form is used. RPL applications must be submitted to the teacher of the qualification, or the Senior Schooling Head of Department.



How does RPL work?

Application:	To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide information in the application to support your case. Request a Credit Transfer or 'RPL' Application form from Senior Schooling HOD.
Assessment:	You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.
Notification:	You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.

Corinda SHS recognises AQF qualifications and statements of attainment issued by any other RTO and have a separate policy and procedure regarding the credit transfer process for this, as outlined in the [Conditions of Registration – VET Policies and Procedures](#).

The process is a very supportive one. VET Trainers and Assessors will guide student's through the process, including the steps of which are outlined as follows.

Student Support

Students have access to a wide range of support, welfare and guidance services at Corinda State High School. Whilst attending Corinda State High School and completing a VET qualification, students are given the opportunity to consult with the following key personnel in regards to their vocational, educational and personal counselling needs:

- Senior Schooling Head of Department
- Guidance Officers
- Vocational Education and Training Coordinator
- Senior Secondary Academic Coaches
- Community Liaison Officer
- Youth Support Coordinator
- School Nurse
- House Masters
- External Agencies
- Industry Partners
- Community Partners

Literacy, Language and Numeracy Support

If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as these skills are delivered and or assessed in the context of an industry vocational area that individuals have agreed to complete while attending this RTO.

Language, literacy and numeracy assistance can be obtained from a specialised VET trainer and assessor involved with the course, a Language Literacy and Numeracy Specialist within this VET area or the Senior Schooling Head of Department. Where additional assistance is required this can be requested from the Learning Support Unit via the course trainer.

If you still feel you need additional language, literacy or numeracy support, please approach the Senior Schooling Head of Department, Guidance Officer or a Language Literacy and Numeracy Specialist within the school.



Students may be asked to complete a *Language Literacy and Numeracy* (LLN) assessment to support a pre-enrolment, pre-training requirements, whereby the VET trainer and assessor will identify the individual learning needs of the student to support the completion of the vocational qualification.

This pre-enrolment assessment may be completed in more than one vocational qualification and may include itemised questions in relation to key content, assessment and qualification requirements identified within the training and assessment strategy of the qualification.

VET trainers and assessors will use the feedback and data gathered from this diagnostic tool to support individualised learning experiences in order support students to obtain the required level of performance expected within the qualification and unit of competency being delivered. VET trainers and assessors will consult with Language Literacy and Numeracy Specialists in order to support student's improvement within the five core skills of learning, reading, writing, oral communication and numeracy.

Student Enrolment Procedures

Students enrolled in VET subjects at this School participate in the same enrolment and selection processes as other students at the School. Where numbers are limited for VET subjects, selection will be based on interview and/or review of the students SET Plan document and further career direction in order to manage enrolments within VET courses on offer.

Access to VET Courses is open to all students in Year 11 and 12, if enrolment numbers are viable and the human and physical resources available to the school support the delivery and operational requirements of the courses listed in this booklet.

In some instance, students may be required to complete an application process prior to commencing their course. This is to ensure that the student has the necessary literacy and/or numeracy skills required to complete the qualification, and to identify any requirements for student support services.

Fees and Charges

Payment of fees will be processed by the school administration team and students will be informed of the process for payment during the enrolment process with the Registered Training Organisation. If a student withdraws before meeting competency then a refund can be processed, this refund will be in accordance with the Department of Education and Training's refund policy (reference: TRIM#12/16392). If competency and training has been awarded the Statement of Attainment will be processed and therefore the refund will be determined in consultation with the amount of study, and time provided to support the student in their training arrangement with the school. If the full qualification has been paid, but the student has cancelled their training arrangement early, the amount will be refunded on a pro-rata basis.

Fee payments must be current to remain enrolled in the course. Invoices for certificate courses will be issued and be payable in term 1 of each year. Certificates and Statements of Attainments will be withheld until payment is finalised.



VETiS Funding

Vocational Education and training in Schools is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for specific industries. VET can be undertaken in years 11 and 12, and can count towards the Queensland Certificate of Education. VET can also be undertaken while a young person is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

The VET investment budget funds a range of Certificate I and II level VETiS qualifications, which have been identified in consultation with industry, and based on skills shortages and Queensland Government priorities.

Students who wish to undertake a VETiS funded course need to be fully aware that they can only be subsidised by VETiS funding for one course that is funded under the VETiS stream list as determined by the Queensland State Government.

Unique Student Identifier (USI)

A key legislative requirement in accordance with the *National Vocational Education and Training Regulator Act 2011 (Cth)* and Standards for Registered Training Organisations (RTOs) 2015 (Cth) requires Corinda State High School to register students for each different qualification and unit of competency they complete using a USI (Unique Student Identifier). Each student requires a Unique Student Identifier (USI) to obtain their certificate or qualification from their registered training organisation, when studying nationally recognised training in Australia. This includes studying at TAFE or with a private training organisation, completing an apprenticeship, traineeship or skill set, certificate or diploma course. An USI provides students with access to an online USI account in order to support them to review and record their vocational education and training records.

In order for the school to validate this legislative requirement, students will record their USI and ensure that they have provided it to the Senior Schooling Department. Students are required to register for their own USI and advise their trainer and assessor and register this number on their VET agreement before commencing their training. This requirement will be highlighted by their vocational education and training assessor prior to commencement of training.

It is mandatory for all students to have a verified USI number in order to be issued with their certificates and statements of attainment.



Units of Competency

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations.

Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification. Within each different qualification, students will be asked to complete core units of competency and elective units of competency in order to support the awarding of a full qualification. The Corinda SHS trainers and assessors are governed by the requirements of the training packages and are limited to elective units of competency, in accordance with Corinda State High School's Scope of Registration.

If a student does not achieve competency in their first attempt at an assessment task, they are given the opportunity to revisit units of competency, resubmit evidence or request additional time to complete a difficult task provided the student consults with the trainer and this arrangement is approved by the school.

Assessment Procedures

The following represent the basic VET assessment principles of Corinda. They are designed to promote fairness and equity in assessment.

- I. All VET students at this school will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- II. Information given to students, on the assessment cover sheet, will include:
 - the criteria against which they will be assessed
 - advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
- III. Students will have access to their student profile sheet of results in each VET subject at timely intervals throughout the 2-year course. Students are encouraged to consult with their subject teacher about their assessment, units of competency and request feedback during each learning phase within the course.
- IV. The assessment approach will cater for the language, literacy and numeracy needs of students.
- V. Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- VI. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- VII. Opportunities for feedback and review of all aspects of assessment will be provided. Students will be engaged in a process of review of training and assessment, this may be in the form of formal feedback in a learner engagement survey or an information discussion and review of the assessment with the trainer/assessor.
- VIII. A Student Progress Report will be issued for each VET subject studied at the end of each semester this will be in line with the School assessment reporting timelines set each semester.
- IX. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.



Structured Work Placement

Work placement combines learning from subjects selected at school with training and real tasks in the workplace. It is a valuable opportunity for students to investigate different occupations. Work placement is aimed to give students a chance to confirm or discount their suitability for certain industries.

Procedure for Structured Work Placement

1. Students talk to their class teacher if work placement is part of their VET course requirements.
2. Students identify an employer who would be willing to take them on for Work Experience.
3. Students determine a suitable time for Work Placement with the Senior Schooling Head of Department if outside of VET course requirements.
4. Students must obtain signatures from employer, parent and themselves, and then return Work Experience Agreement form (see below) to school. This is the student's responsibility and is a legal requirement to cover insurance. Failure to return form or get signature (by due date) will result in the placement not going ahead and student will be required to come to school.

Department of Education

Department of Education

Work experience placements for school students

Agreement

Privacy statement
The Department of Education (the department) is collecting personal information on this form in order to make a work experience arrangement for a student under the Education (Work Experience) Act 1996 (Qld). The personal information will only be used by authorised employees within the student's school, the department, and the nominated work experience provider for the purpose of organising and implementing the arrangement. The information may also be given to the Queensland Government Insurance Fund and WorkCover Queensland for the purpose of managing insurance coverage as required by the Education (Work Experience) Act 1996 (Qld). Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

Work experience arrangement
This agreement establishes a work experience arrangement under the Education (Work Experience) Act 1996 (Qld), and should be completed and signed, where indicated by the student, their parent, the work experience provider and Principal of the student's school.

School name:		Provider's name:	
School address:		Provider's address:	
Work experience coordinator:		Nominated supervisor:	
Phone:		Phone:	
Email:		Email:	
PLACEMENT DETAILS			
Industry/ Occupation:		Model of work experience: (Select one)	<input type="checkbox"/> Work sampling <input type="checkbox"/> Structured work placement
Dates of placement:		Number of days:	Hours of work:
Summary of key workplace activities		Example risk assessment activities (select activities undertaken, as appropriate)	
		Telephone call <input type="checkbox"/> Workplace visit <input type="checkbox"/> Student induction activities <input type="checkbox"/> School-developed documents <input type="checkbox"/> Workplace-generated documents <input type="checkbox"/> Other:	
Special requirements for placement (e.g. uniform, personal protective clothing/equipment):			
STUDENT DETAILS			
Student name:	Date of birth:	/ /	Gender identity: <input type="checkbox"/> Male <input type="checkbox"/> Female
Phone:	Email:		
Emergency contact:	Out of school hours emergency phone:		
Medical information: (List any pre-existing medical conditions that may impact on the student's work experience placement. Please attach details of medications and health plans where relevant.)			

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/ppr/work-experience-placements-for-school-students-procedure> to ensure you have the most current version of this document.

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STUDENT RESPONSIBILITIES	
I understand that my conditions of placement are:	
<ul style="list-style-type: none"> attending my placement for the full work experience period immediately notifying my school and the work experience provider if I am unable to attend or am late demonstrating behaviour aligned to my school's responsible behaviour expectations and in keeping with the accepted standards of my work experience provider performing my duties to the best of my ability and complying with all reasonable directions given by the work experience provider following all workplace health and safety procedures in my workplace notifying my school and work experience provider of any incident or accident in the workplace which may involve me. 	
Student signature:	Date: / /
PARENT CONSENT (Applicable to students under 18 years of age)	
I understand that my responsibilities relating to my student's work experience placement are:	
<ul style="list-style-type: none"> providing any information about medical conditions and/or medication relating to my child which may impact on the safety of my child or the safety of others in the workplace organising transportation for my child to and from the work experience placement location paying any expenses related to my student's participation in the work experience placement contacting the school and work experience provider if my child is unable to attend or is late. 	
I consent to this work experience arrangement and participating in work experience as stated.	
Parent signature:	Date: / /
WORK EXPERIENCE PROVIDER'S AGREEMENT	
I enter into an arrangement for the named student to be placed with me for the purpose of work experience. Conditions of placement are:	
<ul style="list-style-type: none"> understanding my responsibilities relating to health and safety under the Work Health and Safety Act 2011 (Qld) providing students with relevant and appropriate training, where required, and direct supervision at all times while undertaking work-related activities allocating a workplace supervisor to the student and ensuring this person is aware of their responsibilities ensuring the permitted number of students accepted for work experience does not exceed the number of full-time employees informing the student of particular safety requirements of this workplace including personal protective clothing/equipment explaining workplace policies regarding bullying, harassment and discrimination and codes of conduct, and explaining processes for reporting problems or issues notifying the school/work experience coordinator of any incident or accident involving a school student, any action undertaken and damages to property involving the student during this placement explaining work tasks clearly and implementing reasonable adjustments where appropriate, for students with additional educational needs ensuring the student will not undertake activities which are prohibited by law, excluded under the department's liability cover, or unsuitable for a student placed in a work experience environment ensuring the hours worked by the student do not exceed the normal hours worked in my industry meeting with school staff who visit the workplace to discuss the student's progress completing any required documentation (e.g. student report) and returning it to the school ensuring the workplace supervisor has the contact details of the work experience coordinator in case an issue arises notifying the school/work experience coordinator of any unexplained absences by the student ensuring the student is not paid whilst undertaking work experience understanding the level of liability cover provided by the department and the activities excluded from insurance cover information which will be provided to me by the school understanding that the arrangement may be terminated at any time by either the school principal or me. 	
Work experience provider's signature:	Date: / /
PRINCIPAL'S AGREEMENT	
I enter into an arrangement for the named student to be placed for the purpose of work experience with the above named work experience provider.	
Principal's signature:	Date: / /

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/ppr/work-experience-placements-for-school-students-procedure> to ensure you have the most current version of this document.

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School-Based Apprenticeships and Traineeships (SAT)

Apprenticeships and Traineeships combine training with work, in a real job, for wages. Students in Years 11-12 can apply to have a school-based apprenticeship or traineeship. Students at Corinda State High School are advised that this opportunity should be aligned to a career pathway and therefore their SETP (Senior Education Training Plan). Students may find a vacant position via one of the following ways:

- Vacancy listing – through the school or external sources
- A family member, friend or acquaintance
- Structured Work Placement employer offers a position
- Cold calling

Process for (SATs)

Once a position is found the student will be directed by the VET Office at the training college and will under the following process at school:

Step 1- Approval from HOD - VET

- Student to outline opportunity to HOD of Vocational Education and Training (VET).
- HOD VET contacts parents for final confirmation to discuss time out of school, training requirements and on-the-job commitments.

Step 2- Sign Up

- The sign up will occur when the employer, school and student agree that the school-based apprenticeship/traineeship is the aligned career pathway for the student.
- Student, Parent, school representative and Apprenticeship Centre sign up student.

Step 3- Paperwork for Student File (School to hold paperwork)

- ETES form, school notification, letter regarding sign up, training plan, student results (provided by the student during training).
- Notes of progress and other details pertaining to the apprenticeship/traineeship are kept on file to support the student.



School Expectations

- Student will complete negotiated days in the workplace.
- Student will attend all training organised.
- Student will commit to apprenticeship or traineeship with positive attitude and enthusiasm with purpose of gaining full-time employment on completion of school.
- It is the student's responsibility to catch up on all school work missed.

Work Commitment

Once signed up, students must:

- Confirm their day of work with the HOD Senior Schooling
- Any changes to the work day must be approved with your employer and also the school (VET office)
- If you wish to work additional days with your employer this must be discussed with the HOD Senior Schooling (NB: you should not put pressure on your employer to give you additional work days. If asked, students may work during block exam and holiday periods).

Training Commitment

- Give any details of training dates to the school (NB: must get approval from the school if training is to occur in school time).
- Give a copy of results to the HOD Senior Schooling as you progress (NB: if you have not been successful we can assist in assessment re-submits, and liaising with your training provider)



Vocational Subject Information

Corinda State High is proud to offer a wide variety of curriculum options for all students. The following pages list all vocational courses on offer in 2027/2028.

VET Certificates – studied in our school timetable

- [Certificate II in Active Volunteering](#)
- [Certificate II in Applied Digital Technologies](#)
- [Certificate II in Dance](#)
- [Certificate III in Dance](#)
- [Certificate II in Financial Services](#)
- [Certificate II in Furniture Making Pathways](#)
- [Certificate II in Skills for Work and Vocational Pathways](#)
- [Certificate II in Construction Pathways](#)
- [Certificate II in Engineering Pathways](#)
- [Certificate III in Fitness](#)
- [Certificate II in Health Support Service](#)
- [Certificate III in Health Services Assistance](#)
- [Certificate II in Hospitality](#)
- [Certificate III in Hospitality](#)
- [Certificate II in Sampling & Measurement](#)
- [Certificate III in Laboratory Skills](#)
- [Certificate III in Business](#)
- [Diploma of Business](#)
- [Diploma of Sport](#)
- [Certificate IV in Justice Studies](#)
- [Certificate III in Music](#)

VET Certificates – studied at an external location

(Note: students will have one day a week out of school to attend this course)

- [Mater Education – Certificate II in Health Support Service](#)
- [Mater Education – Certificate III in Health Services Assistance](#)



Certificate II in Active Volunteering

CHC24015

6 – 12 Month Course – 1 lesson per week

QCE Credit 4

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

Through participation in Active Volunteering, students will develop a range of skills that will assist them as volunteers to work effectively with both clients and colleagues. Students will have opportunities to participate in group projects and volunteer placements developing communication and teamwork skills essential for working effectively with others. The course combines general and vocational components to provide meaningful learning experiences and lifelong skills.



This course is a component of the CSHS Senior Curriculum. Most students will complete this Certificate in year 10 as a part of their STP program. If not, it will be added to their timetable in year 11.

Units of Competency

The following competencies of the Certificate II in Active Volunteering training package (CHC24015) are covered in this course:

Core Units

- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer
- HLTWHS001 Participate in workplace health and safety
- BSBCMM201 Communicate in the workplace

Elective Units

- BSBPEF202 Plan and apply time management
- BSBTEC201 Use business software applications
- BSBWHS211 Contribute to the health and safety of others

Cost

Cost of delivery for the qualification over 6-12 months is approximately \$25.00. Payment is required in the year of study and is included in the school fees.

Required Course Materials (if any):

Students will require a BYO device which is essential for every lesson, including a USB or separate drive for backup of evidence.



Certificate II in Applied Digital Technologies

ICT20120

2 Year Course

QCE Credits 4

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

Certificate II in Applied Digital Technologies is a hands-on course designed for students who want to develop practical skills in using digital devices, software, and online tools. You'll learn how to operate computers efficiently, use key programs like word processors and spreadsheets, manage digital security, and even explore basic coding and troubleshooting. The course also covers essential workplace tech skills, such as collaborating online, handling data securely, and understanding digital communication tools. Whether you're interested in a future career in IT, business, or any field that relies on technology, this course provides a strong foundation to boost your confidence and job-ready skills.



Units of Competency

The following competencies are covered in this course:

Core Units

- BSBSUS211 Participate in sustainable work practices
- BSBWHS211 Contribute to the health and safety of self and others
- ICTICT213 Use computer operating systems and hardware
- ICTICT215 Operate digital media technology packages

Elective Units

- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBTEC302 Design and produce spreadsheets
- BSBTEC303 Create electronic presentations
- ICTICT207 Integrate commercial computing packages
- ICTICT214 Operate application software packages
- ICTSAS214 Protect devices from spam and destructive software
- ICTWEB304 Build simple web pages
- ICTWEB305 Produce digital images for the web

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is approximately \$38.00.

Required Course Materials:

Students will require a BYO device which is essential for every lesson, including a USB stick for backup of evidence.

Students also require an exercise book, pen, pencil, ruler, eraser, and student folder for collation of assessment evidence.



Certificate II in Dance

CUA20120

1 Year Course – 3 lessons per week

QCE Credits 4

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

The Certificate II in Dance is designed for students who want to build strong foundational skills in dance performance and technique. In this course, you'll:

- Develop your abilities in jazz, contemporary, and lyrical dance styles.
- Learn about safe dance practices, body alignment, and injury prevention.
- Participate in practical performance opportunities and ensemble work.
- Explore expressive and creative movement in class and stage settings.
- Gain confidence, discipline, and teamwork skills essential for a career in the arts.



This course is perfect for students who are passionate about dance and want to begin preparing for future performance or study opportunities.

Units of Competency

The Certificate II and Certificate III in Dance requires a medium level competency of reading, written, oral & numeracy skills, the following competencies are covered in this course:

Core Units

- BSBSUS211 Participate in sustainable work practices
- CUADAN211 Develop basic dance techniques
- CUADAN212 Incorporate artistic expression into basic dance performances
- CUAIND211 Develop and apply creative arts industry knowledge
- CUAPRF211 Prepare for live performances
- CUAWHS111 Follow safe dance practices
- CUAWHS211 Develop a basic level of physical fitness for dance performance

Elective Units

- CUACHR311 Develop basic dance composition skills
- CUADAN213 Perform basic jazz dance techniques
- CUADAN215 Perform basic contemporary dance techniques
- CUADAN218 Perform basic street dance techniques

Cost

The total cost for the delivery of this course is \$200. This includes uniform, workshop/s with industry professionals and guest choreographer/s. Payment is required in the year of study and is included as part of the Student Resource Scheme.

Required Course Materials:

Students are required to have Dance appropriate black clothing [black tights/bike shorts, black t-shirt], correct dance shoes [jazz shoes, trainers, half shoes] and makeup equipment. A laptop is compulsory to complete assessment with Bluetooth earphones. Pens, pencils, ruler, eraser, and a USB for collation of assessment evidence.



Certificate III in Dance

CUA30120

2 Year Course – 3 lessons per week

QCE Credits 8

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

The Certificate III in Dance is aimed at students who have experience in dance and want to refine their technical and performance skills to industry standard. In this course, you'll:

- Advance your technique in jazz, contemporary, lyrical, and commercial dance.
- Prepare and perform solos and ensemble pieces for public performance and competition.
- Learn industry-relevant skills including audition techniques, resume building, and rehearsal etiquette.
- Understand fitness for dancers, nutrition, and self-care strategies to support longevity in the field.
- Work with industry professionals and receive mentorship in choreography and performance.

This course offers a strong pathway into further training, full-time dance schools, or performing arts careers.



Units of Competency

The Certificate II and Certificate III in Dance requires a medium level competency of reading, written, oral & numeracy skills, the following competencies are covered in this course:

Core Units

- CUACHR311 Develop basic dance composition skills
- CUADAN331 Integrate rhythm into movement activities
- CUAIND311 Work effectively in the creative arts industry
- CUAPRF317 Develop performance techniques
- CUAWHS311 Condition body for dance performance

Elective Units

- CUACHR412 Create short dance pieces
- CUADAN315 Increase depth of jazz dance techniques
- CUADAN318 Increase depth of contemporary dance techniques
- CUADLT311 Develop basic dance analysis skills
- CUADTM311 Assist with dance teaching
- CUAIND314 Plan a career in the creative arts industry
- CUAMUP311 Prepare personal appearance for performances
- CUAPRF314 Develop audition techniques

Cost

Cost for the delivery of this course is \$200 per year, totalling \$400 (Year 11 \$200 and Year 12 \$200). This includes uniform, workshop/s with industry professionals and guest choreographer/s. Payment is required in the year of study and is included as part of the Student Resource Scheme.

Required Course Materials:

Students are required to have Dance appropriate black clothing [black tights/bike shorts, black t-shirt], correct dance shoes [jazz shoes, trainers, half shoes] and makeup equipment. A laptop is compulsory to complete assessment with Bluetooth earphones. Pens, pencils, ruler, eraser, and a USB for collation of assessment evidence.



Certificate II in Financial Services

FNS20120

2 Year Course

QCE Credits 4

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

This qualification is an entry level qualification to develop increased financial literacy and basic financial skills for students wishing to build potential pathways into the finance industry. It is also ideal for students needing foundational skills and knowledge for a financial services workplace or for their own financial literacy. Students will develop knowledge and skills related to working in the financial services industry, developing a personal budget and savings plans, and gain knowledge of debt, consumer credit and superannuation.



Units of Competency

The following competencies are covered in this course:

Core Units

- BSBCMM211 Apply communication skills
- BSBTEC201 Use business software applications
- BSBWHS211 Contribute to the health and safety of self and others
- FNSINC311 Work together in the financial services industry

Elective Units

- FNSFLT211 Develop and use personal budgets
- FNSFLT212 Develop and use savings plans
- FNSFLT213 Develop knowledge of debt and consumer credit
- FNSFLT214 Develop knowledge of superannuation

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is TBA.

Required Course Materials:

Students will require a BYO device which is essential for every lesson, including a USB stick for backup of evidence.

Students also require an exercise book, pen, pencil, ruler, eraser, and student folder for collation of assessment evidence.



Certificate II in Furniture Making Pathways

MSF20522

2 Year Course

QCE Credits 4

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

This qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area. It delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.



Units of Competency

The following competencies are covered in this course:

Core Units

- MSFFP2020 Undertake a basic furniture making project
- MSFFP2017 Develop a career plan for the furnishing industry
- MSFGN2001 Make measurements and calculations
- MSMENV272 Participate in environmentally sustainable work practices
- MSMPCI103 Demonstrate care and apply safe practices at work

Elective Units

Group A

- MSFFM2019 Assemble furnishing products
- MSFFM2013 Use furniture making sector hand and power tools
- MSFFM2014 Select and apply hardware
- MSFFP2011 Use timber furnishing construction techniques
- MSFFP2012 Join furnishing materials
- MSFFP2019 Source and review information about kitchen, bathroom and laundry design

Group B

- MSMSUP106 Work in a team

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is for materials and resources required to complete the course. The cost for Year 11 is \$135 and Year 12 is \$100.

Required Course Materials:

Students must supply their own PPE within the first two weeks of the course commencing: clear safety glasses.



Certificate II in Skills for Work and Vocational Pathways

FSK20119

2 Year Course

QCE Credits 4

Qualification offered by Corinda SHS

Corinda SHS (RTO number: 30464)

Brief Description of Subject

This entry-level qualification provides the foundation skills development to prepare students for work force entry or vocational training pathways. It develops the reading, writing, numeracy and learning skills of each student. It also includes a range digital literacy skills and employability skill that prepare students for the workforce and other future pathways.



Units of Competency

The following competencies are covered in this course:

Core Units

- FSKLRG011 Use routine strategies for work-related learning
- FSKNUM014 Calculate with whole numbers & familiar fractions, decimals & percentages for work
- FSKNUM015 Estimate, measure and calculate with routine metric measurements for work
- FSKNUM017 Use familiar and routine maps and plans for work
- FSKNUM018 Collect data and construct routine tables and graphs for work
- FSKLRG010 Use routine strategies for career planning
- FSKOCM005 Use oral communication skills for effective workplace presentations
- FSKRDG008 Read and respond to information in routine visual and graphic texts
- FSKRDG010 Read and respond to routine workplace information
- FSKWTG008 Complete routine workplace formatted texts

Elective Units

- FSKNUM020 Use familiar, routine functions of a calculator for work
- TLIP2032 Maintain petty cash account
- BSBPEF101 Plan and prepare for work readiness
- SIRRRTF001 Balance and secure point-of-sale terminal

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is approximately \$33.00.

Required Course Materials:

Students will require a BYO device which is essential for every lesson, including a USB stick for backup of evidence.

Students also require an exercise book, pen, pencil, ruler, eraser, and student folder for collation of assessment evidence.



CPC20220 Certificate II in Construction Pathways

2 Year Course

QCE Credits: 4 (core)

Qualification offered by external RTO:
Delivered at Corinda SHS

Blue Dog Training (RTO number 31193)
www.bluedogtraining.com.au | 07 3331 6004

Brief Description of Subject

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing). Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes. Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

BLUEDOGTRAINING

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing. The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors. Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment. Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Units of Competency

Core Units

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective Units

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk. *
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction (White Card').
- More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200. For eligibility requirements, refer to the Blue Dog Training website: <https://bluedogtraining.com.au/en-au/for-schools> & for information on the refund policy, visit: <https://bluedogtraining.com.au/en-au/company-policies#level-3>

Required Course Materials (if any):

Students must wear PPE when in the workshop including leather steel capped boots, clear safety glasses and hearing protection. Students require a smart device with camera functionality and data to record and upload images as a course requirement. Students require access to a digital device with speaker and internet access at home to complete the online theory tasks, consisting of video instruction and multiple-choice questions.



MEM20422 Certificate II in Engineering Pathways

2 Year Course

QCE Credits: 4 (core)

Qualification offered by external RTO:
Delivered at Corinda SHS

Blue Dog Training (RTO number 31193)
www.bluedogtraining.com.au | 07 3331 6004

Brief Description of Subject

The MEM20422 qualification introduces students to an engineering or related working environment. Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry. Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

BLUEDOGTRAINING

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice. The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors. Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment. Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Units of Competency

Core Units

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

Elective Units

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

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>

Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200. For eligibility requirements, refer to the Blue Dog Training website: <https://bluedogtraining.com.au/en-au/for-schools> & for information on the refund policy, visit: <https://bluedogtraining.com.au/en-au/company-policies#level-3>

Required Course Materials (if any):

Students must wear PPE when in the workshop including leather steel capped boots, clear safety glasses and hearing protection. Students require a smart device with camera functionality and data to record and upload images as a course requirement. Students require access to a digital device with speaker and internet access at home to complete the online theory tasks, consisting of video instruction and multiple-choice questions.



Certificate III in Fitness

SIS30321

2 Year Course

QCE Credits 8

Qualification offered by external RTO:
Delivered at Corinda SHS

Binnacle Training (RTO number: 31319)

Brief Description of Subject

The Certificate III in Fitness is an elective subject that may be studied by Year 11 and 12 students who are interested in career in the Fitness Industry. The course aims to prepare graduates to lead clients through fitness training and programming. It develops interpersonal skills and group leadership through planning single and a series of group sessions whether it be in a gym setting or an outdoor setting. The registered training organisation supporting the delivery of this course is Binnacle Training.

**Binnacle
Training**

Units of Competency

- HLTWHS001 Participate in workplace health and safety
- SIXXEMR001 Respond to emergency situations
- SIXXCAI002 Assist with activity sessions
- SIXXIND001 Work effectively in sport, fitness and recreation environments
- BSBOPS304 Deliver and monitor a service to customers
- BSBPEF301 Organise personal work priorities
- HLTAID011 Provide first aid
- BSBSUS211 Participate in sustainable work practices
- SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
- SISFFIT035 Plan group exercise sessions
- SISFFIT036 Instruct group exercise sessions
- SISFFIT032 Complete pre-exercise screening and service orientation
- SISFFIT033 Complete client fitness assessments
- SISFFIT052 Provide healthy eating information
- SISFFIT040 Develop and instruct gym-based exercise programs for individual clients

Program Disclosure Statement (PDS)

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here: <https://www.binnacletraining.com.au/wp-content/uploads/2025/08/2026-PRODUCT-DISCLOSURE-STATEMENT-v1.0.pdf>

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of **pre-enrolment** in order to provide advice to students on the suitability of the training product.

Cost

The full fee for service is \$495.00 (payable in the first year of the course). \$440 includes all course materials plus \$55 for first aid qualification (HLTAID011).

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically; no paper assessment will be accepted. Students will be required to have two ruled exercise books. Pens, pencils, ruler, eraser, student folder are required for collation of assessment evidence.



HLT23221 Certificate II Health Support Service / HLT33115 Certificate III in Health Services Assistance

HLT23221 / HLT33115

2 Year Course (including entry requirements)

Entry requirements: HLT23221 Certificate II in Health Support Services

QCE Credits 8

Qualification offered by external RTO:
Delivered at Corinda SHS

Connect 'n' Grow® (RTO number: 40518)

Brief Description of Subject

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.



Units of Competency

Units	(HLT23221)	(HLT33115)
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	✓	
HLTAAP001 Recognise healthy body systems		✓
BSBMED301 Interpret and apply medical terminology		✓
BSBWOR301 Organise personal work priorities and development		✓
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		✓

Course units noted by * are Credited Transferred to the Cert III.

Cost

The full fee cost of this course is approximately \$998. Students may be eligible to access funding to help subsidise the cost of their training. Contact the VET Head of Department or Connect 'n' Grow® if you would like to explore potential options.

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically, no paper assessment will be accepted.



Certificate II in Hospitality / Certificate III in Hospitality

SIT20322 / SIT30622

2 Year Course (12 months per certificate)

QCE Credits 6

This qualification is delivered and assessed by **Blueprint Career Development** (RTO 30978) in partnership with Corinda State High School

Brief Description of Subject

Perfect for school students who are just getting started in hospitality or eager to elevate their customer care abilities and industry know-how. These qualifications develop basic skills to handle routine operational tasks, as well as shape students into savvy professionals. Blending personal judgment with wisdom from seasoned mentors for an exceptional learning journey. This program extends beyond the traditional classroom, immersing students in thrilling real-world experiences. They will engage in hands-on projects and activities that connect them with their school's dynamic community while simulating actual business and hospitality settings. This program includes engaging in a minimum of 36 hospitality service periods, exclusive access to an immersive learning environment – Bluey's Café and opportunities to take part in a 5-star Hospitality Experience Program.



Units of Competency

Units		Certificate II (SIT20322)	Certificate III (SIT30622)
BSBTWK201	Work effectively with others	✓	
SITHIND007	Use hospitality skills effectively	✓	
SITXCCS011	Interact with customers	✓	
SITHCCC024	Prepare and present simple dishes	✓	✓
SITHCCC028	Prepare appetisers and salads	✓	✓
SITHFAB024	Prepare and serve non-alcoholic beverages	✓	✓
SITHFAB025	Prepare and serve espresso coffee	✓	✓
SITHIND006	Source and use information on the tourism and travel industry	✓	✓
SITXCOM007	Show social and cultural sensitivity	✓	✓
SITXFSA005	Use hygienic practices for food safety	✓	✓
SITXFSA006	Participate in safe food handling practices	✓	✓
SITXWHS005	Participate in safe work practices	✓	✓
SITHCCC025	Prepare and present sandwiches		✓
SITHFAB021	Provide responsible service of alcohol		✓
SITHIND008	Work effectively in hospitality service		✓
SITXCCS014	Provide service to customers		✓
SITXHRM007	Coach others in job skills		✓

Cost

Students may be eligible for VETiS funding to subsidise the cost of the Certificate II in Hospitality (eligibility criteria apply). Without funding, the full fee-for-service cost for the Certificate II in Hospitality is \$1,320.

Students undertaking the Certificate III in Hospitality as an upgrade will be charged based on the number of additional units completed, with a cost of \$195 for 4 new units or \$390 for 8 new units.

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically; no paper assessment will be accepted.



Certificate II in Sampling and Measurement / Certificate III in Laboratory Skills

MSL20122 / MSL30122

1 Semester Course

QCE Credits 6

Qualification offered by external RTO:
Delivered at Corinda SHS

Alan Bartlett Consulting (RTO number: 5800)

Brief Description of Subject

Our customisable program is designed to meet the diverse career aspirations of students, providing clear pathways to both higher education and industry opportunities. The program seamlessly integrates into Year 11, or 12 cohorts, offering a comprehensive blend of classroom instruction, practical hands-on training, and flexible online theory modules.

Students have the opportunity to begin their journey with a Certificate II in Sampling and Measurement, which includes 8 units of study. For those looking to further their expertise, an optional advancement to a Certificate III in Laboratory Skills is available, requiring the completion of an additional 5 units.

Successful completion of our qualifications not only equips students with valuable skills but also provides an ATAR equivalent of 68, enhancing their prospects for further education and employment.



Units of Competency

Units	Certificate II (MSL20122)	Certificate III (MSL30122)
BSBCMM211 Apply communication Skills		✓
MSL912002 Work within a laboratory or field workplace	✓	✓
MSL913004 Plan and conduct laboratory/field work		✓
MSL922002 Record and present data	✓	✓
MSL943003 Participate in laboratory or field workplace safety	✓	✓
MSL933005 Maintain the laboratory/field workplace fit for purpose		✓
MSL933008 Perform calibration checks on equipment and assist with its maintenance	✓	✓
MSL933009 Contribute to the achievement of quality objectives	✓	✓
MSL952003 Collect routine site samples	✓	✓
MSL972002 Take routine site measurements	✓	✓
MSL973025 Perform basic tests		✓
MSL973026 Prepare working solutions		✓
MSMENV272 Participate in environmentally sustainable work practices	✓	✓

Cost

Students may be eligible to access funding to help subsidise the cost of the Certificate II in Sampling and Measurement, with the full fee cost without funding being \$1,900. This includes a non-refundable Enrolment Fee of \$300 and \$200 per Unit of Competency. The full fee cost for the Certificate III in Laboratory Skills is \$500 (\$100 per Unit of Competency delivered).

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically; no paper assessment will be accepted.



BSB30120 Certificate III in Business

18 Month Course

QCE Credits 8

Delivered at Corinda State High School under a third-party arrangement* with:

GET SET Education
(RTO Code: 45252)

Brief Description of Subject

The Certificate III in Business focuses on practical workplace skills that can be used across many industries. It helps students develop confidence in communication, teamwork, organisation, and completing everyday business tasks in a professional setting.



The course covers practical business skills including workplace communication (clear speaking, writing, teamwork), business documents and proposals (professional documents, simple proposals), teamwork and inclusive work practices (respectful teamwork, positive culture), organisation and self-management (planning, priorities, wellbeing), business ideas, promotion and sustainability (opportunities, promotion, sustainability), and work health and safety (safe workplace practices).

GETSET
EDUCATION

The Certificate III is ideal for students who want to build practical workplace and business skills, enjoy working on real-world tasks, including with others, and are interested in communication, organisation, and how businesses operate in everyday settings. The skills in this Certificate are relevant for students who are considering roles in business administration, customer service and workplace support, retail or sales support, reception or office-based roles, small business and business promotion, or the Certificate can also support further studies, Apprenticeships/Traineeships and University.

This course is a nationally recognised qualification that is delivered in a blended face-to-face and online learning (accessed through aXcelerate) environment. Students are allocated timetabled lessons (attendance rates are monitored) and homework with expectations in line with other senior school subjects.

Successful completion of the Cert III provides a maximum of 8 credits towards the QCE.

Course Requirements: Student subject selection interview completed (school process), LLND assessment completed prior to enrolment acceptance, minimum LLND skills requirements apply & Parent/guardian permission (if under 18).

Units of Competency

Students complete 13 units (6 Core and 7 Electives):			
BSBSUS211	Participate in sustainable work practices	BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety	BSBXCM301	Engage in workplace communication
BSBTEC301	Design and produce business documents	BSBWRT311	Write Simple Documents
BSBESB302	Develop and present business proposals	BSBPEF301	Organise personal work priorities
BSBESB301	Investigate business opportunities	BSBMKG434	Promote products and services
BSBESB404	Market new business ventures	BSBPEF201	Support personal wellbeing in the workplace
BSBCRT311	Apply critical thinking skills in a team environment		

Cost

\$300.00 course fee + \$49.00 non-refundable application fee payable to Get Set Education (RTO). A *payment plan is available for the RTO course fee only*. This course is delivered by an External Registered Training Organisation and **does not** attract VETiS Funding.

Required Course Materials:

Portable laptop running Windows 10+ (or macOS 11+), headset capable (for e-Learning tutorial videos), current web browser (Chrome recommended), Microsoft (Word, Excel, PowerPoint) or compatible software, advised by your school, & reliable internet at home to access learning content and submit assessments.

This document should be read in conjunction with the BSB30120 Certificate III in Business Course Information for more detailed information, which is available on our website at www.getset.edu.au/resources.

**Corinda State High School supports student recruitment, delivers training and assessment and school-based support. Get Set Education manages enrolment, online learning resources, and assessment requirements. All information provided is accurate as of March 2026 but subject to change.*



BSB50120 Diploma of Business (Business Development)

18 Month Course

QCE Credits 8

Delivered at Corinda State High School under a third-party arrangement* with:

GET SET Education
(RTO Code: 45252)

Brief Description of Subject

The Diploma of Business specialising in Business Development focuses on how businesses plan, promote, and improve what they do. It covers practical business skills that are used across many industries, including; business planning and operations (setting goals, organising work, improving processes), marketing and promotion (how organisations communicate and reach customers), communication in the workplace (writing emails, reports, and presenting ideas clearly), project and teamwork skills (planning tasks, meeting deadlines, working with others), problem-solving and decision-making (using information to make sound choices).

GET SET
EDUCATION

The Diploma is ideal for students who want to develop real-world business and leadership skills, enjoy working on practical projects, including in teams, and are curious about how businesses operate, grow and succeed. The skills in this Diploma are relevant for students who are considering future roles in frontline management/team leadership, business development management, marketing support, customer service, running a small business, support further studies, Apprenticeships/Traineeships and University.

This course is a nationally recognised qualification that is delivered in a blended face-to-face and online learning (accessed through aXcelerate) environment. Students are allocated timetabled lessons (attendance rates are monitored) and homework with expectations in line with other senior school subjects.

Assessment evidence may include written responses, eLearning projects, practical tasks and observations. Tasks are submitted across each semester to demonstrate competency.

Successful completion of the Diploma provides a maximum of 8 credits towards the QCE and may be considered by universities when assessing tertiary entry pathways. Learn more at www.getset.edu.au/uni-pathways

Course Requirements: Student subject selection interview completed (school process), LLND assessment completed prior to enrolment acceptance, minimum LLND skills requirements apply & Parent/guardian permission (if under 18).

Units of Competency

Students complete 12 units (5 Core and 7 Electives):			
BSBCRT511	Develop critical thinking in others	SIRXMKT006	Develop a social media strategy
BSBFIN501	Manage budgets and financial plans	BSBOPS501	Manage business resources
BSBXCM501	Lead communication in the workplace	BSBMKG546	Develop social media engagement plans
BSBOPS504	Manage business risk	BSBOPS505	Manage organisational customer service
BSBOPS601	Develop and implement business plans	BSBMKG541	Identify and evaluate marketing opportunities
BSBSUS511	Develop workplace policies and procedures for sustainability	SIRXMGT005	Lead the development of business opportunities

Cost

\$850.00 course fee + \$49.00 non-refundable application fee payable to Get Set Education (RTO) & \$300.00 course management fee payable to Corinda State High School. **Please note:** the \$300.00 course management fee is set by Corinda SHS and is not a fee charged by Get Set Education. A payment plan is available for the RTO course fee only.

Required Course Materials:

Portable laptop running Windows 10+ (or macOS 11+), headset capable (for e-Learning tutorial videos), current web browser (Chrome recommended), Microsoft (Word, Excel, PowerPoint) or compatible software, advised by your school, & reliable internet at home to access learning content and submit assessments.

This document should be read in conjunction with the BSB50120 Diploma of Business Course Information for more detailed information, and is available on our website at www.getset.edu.au/resources

**Corinda State High School supports student recruitment, delivers training and assessment and school-based support. Get Set Education manages enrolment, online learning resources, and assessment requirements. All information provided is accurate as of March 2026 but subject to change.*



Diploma of Sport (Coaching & Sport Development)

SIS50321

2 Year Course

QCE Credits 8

Qualification offered by external RTO:
Delivered at Corinda SHS

Fit Education (RTO number: 32155)

Brief Description of Subject

Take the next step toward a future in sport with this dynamic, hands-on diploma. Designed for students passionate about their sport, coaching and sport development. The Diploma of Sport builds confidence, leadership, and real-world industry skills through practical learning. Earn up to 8 QCE points and an estimated ATAR equivalency of 82–87 while creating clear pathways to university study and careers across coaching, sport development, events, and the broader sports industry.



Students have the option to complete the dual course - SIS20321 Certificate II in Sport Coaching + SIS50321 Diploma of Sport. If interested, please discuss with HPE HOD.

Course Requirements

- Students must have a passion for and/or interest in pursuing a career as an athlete or in the sport industry.
- Students must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Units of Competency

• BSBOPS504	Manage business risk	Core
• HLTWHS003	Maintain work health and safety	Core
• SITXHRM003	Lead and manage people	Core
• BSBTWK503	Manage meetings	Elective
• HLTAID011	Provide first aid	Elective
<i>(Students may need to source a First Aid Certificate from a local provider.)</i>		
• SISSSCO011	Manage integrity in sport	Elective
• SISSSCO008	Apply anti-doping policies	Elective
• SISXIND008	Manage legal compliance in sport and recreation	Elective
• SISSSCO004	Plan, conduct and review coaching programs	Elective
• SISSSCO003	Meet participant coaching needs	Elective
• SISSSCO007	Apply sport psychology principles	Elective
• SISSSCO016	Coach participants in sport competition	Elective
• SISXFIN001	Develop and review budgets for activities or projects	Elective
• SISXMGTO01	Develop and maintain stakeholder relationships	Elective

Cost

The full fee for this course is approximately \$2,195. Students may be eligible for VETiS funding to subsidise the Certificate II in Sport Coaching component, which can reduce the total cost to approximately \$1,100 (eligibility criteria apply). For more information or to discuss your options, please contact the Head of Department HPE* or Fit Education.

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically.

Further details can be found at www.fiteducation.edu.au/diploma-of-sport-2/.



Certificate III in Music

CUA30920

1 Year Course

QCE Credits 6

Qualification offered by external RTO: **Queensland College of Music (RTO number: 40821)**

Delivered at Corinda SHS via online resources

Brief Description of Subject

Certificate III in Music is a nationally recognised qualification that complies with the Australian Qualification Framework. Certificate III in Music is designed to further the knowledge and skills gained from studying music. Students do not need to have studied music qualifications prior to enrolment but must undertake an audition to determine eligibility. There are no formal entry requirements for this course, however students need to be in Year 10 or higher. They must have an instrumental teacher either at school or private lessons and a support teacher at school.



Units of Competency

Core Units

- CUAIND314 Plan a career in the creative arts industry
- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry

Elective Units

- CUAMLT311 Develop and apply aural perception skills
- BSBCRT311 Apply critical thinking skills in a team environment
- CUAMCP311 Create simple musical compositions
- CUAMPF311 Develop technical skills for musical performance
- CUAMPF412 Develop and apply stagecraft skills
- CUAMPF414 Perform music as part of a group
- CUAMPF312 Prepare for musical performances
- CUAMLT313 Develop musical notation skills

Cost

The full fee for service is \$1,000.00 payable directly to the RTO. \$80 per Unit of Competency, plus administration charge of \$30 per term (\$120 per year). Families will be invoiced directly each term as students enrol in chosen core and electives. Fees for this course are not collected by the school. There are payment plan options available through the RTO. This course is delivered by an External Registered Training Organisation and **does not** attract VETiS Funding.

Please note that if the course is not completed within 1 year there is an applicable extension fee of \$500.

Required Course Materials:

Students will be required to have a laptop computer and access to musical instruments.



Certificate IV in Justice Studies

10971NAT

1 Year Course

QCE Credits 8

Qualification offered by external RTO:

Prestige Service Training (RTO number: 31981)

Delivered at Corinda SHS via Microsoft Teams

Brief Description of Subject

You can shape your future and make a positive impact on the community with the Certificate IV in Justice Studies. This accredited program equips you with specialised skills and knowledge essential for success in the competitive crime and justice sector. Imagine the possibilities for personal and professional growth even before completing Year 12!

Tap into the knowledge of experienced trainers and engage in weekly online classes to stay connected, inspired, and empowered as you progress through the program. Take the opportunity to take on roles related to justice and responsibility. Enrol today and unlock the gateway to a fulfilling career in the crime and justice domain.

For further information on this subject, reach out to us at learnmore@pst.edu.au or give us a call at 1300 368 097. Our friendly team is ready to assist and answer any queries you might have!



PRESTIGE SERVICE
TRAINING

Units of Competency

Core Units

- BSBLEG421 Apply understanding of the Australian legal system
- BSBXCM401 Apply communication strategies in the workplace
- NAT10971001 Provide information and referral advice of justice related issues
- NAT10971002 Prepare documentation for court proceedings
- NAT10971003 Analyse social justice issues
- PSPREG033 Apply regulatory powers

Elective Units

- BSBINS401 Analyse and present research information
- BSBLDR414 Lead team effectiveness
- PSPETH007 Uphold and support the values and principles of public service
- PSPETH008 Promote the values and ethos of public service

Cost

The full fee for service is \$2,250.00 payable directly to the RTO. Fees for this course are not collected by the school. There are payment plan options available through the RTO. This course is delivered by an External Registered Training Organisation and **does not** attract VETiS Funding.

Required Course Materials:

Students are required to have a laptop computer with a camera and access to reliable internet.



Certificate II Health Support Services / Certificate III in Health Services Assistance

HLT23221 / HLT33115

QCE Credits 6

Qualification offered by external RTO:

Mater Education (RTO number: 5210)

Delivered at Mater Education Centre (South Brisbane) 1 day/wk.

Brief Description of Subject



This program is an opportunity for senior students wanting to pursue a career in healthcare to gain firsthand experience in a hospital setting, whilst completing school.

Students enrolled in the program will undertake study from either Year 11 terms 1 – 3, or Year 11 term 4 to Year 12 term 3.

At the completion of the course students will receive the following qualifications:

Units of Competency

Units		Cert II HLT23221	Cert III HLT33115
CHCCOM005	Communicate and work in health or community services	Core	✓
CHCDIV001	Work with diverse people	Core	✓
HLTINF006	Apply basic principles and practices of infection prevention and control	Core	✓
HLTWHS001	Participate in workplace health and safety	Core	✓
BSBOPS203	Deliver a service to customers	Elective	✓
BSBPEF202	Plan and apply time management	Elective	✓
CHCCCS010	Maintain a high standard of service	Elective	✓
CHCCCS012	Prepare and maintain beds	Elective	✓
CHCCCS020	Respond effectively to behaviours of concern	Elective	✓
CHCCCS026	Transport individuals	Elective	✓
CHCCOM001	Provide first point of contact	Elective	✓
HLTWHS005	Conduct manual tasks safely	Elective	✓
BSBMED301	Interpret and apply medical terminology appropriately	Core	✓
BSBWOR301	Organise personal work priorities and development	Core	✓
HLTAAP001	Recognise healthy body systems	Core	✓
BSBFLM312	Contribute to team effectiveness	Elective	✓

Cost

Eligible students are able to access VETiS funding for the full Certificate II Health Support Services fee, as funded by the [Queensland Government's VET Investment budget](#). Ineligible students will be required to pay the full fee: \$3,730. Cost of delivery of the Certificate III in Health Services Assistance is \$960.

Additional Course Materials:

Students are required to wear the following uniform: long black dress pants (leggings, jeans or casual pants are not permitted), black leather school shoes (sneakers are not permitted) and school polo sport shirt (per the student's school uniform).



Other TAFE Options

Some other popular options at TAFE include but are not limited to:

- **Certificate III in Early Childhood Education and Care** (CHC30113)
- **Certificate III in Make-Up** (SHB30215)
- **Certificate II in Salon Assistant** (SHB20216)
- **Certificate II in Music** (CUA20620)
- **Certificate II in Applied Fashion Design and Technology** (MST20616)
- **Certificate II in Plumbing Services** (11054NAT)
- **Certificate II in Supply Chain Operations** (TLI20420)

Other TAFE options can be found online or by collecting an information booklet from the Senior Schooling Department.

If students are interested in completing a TAFE at School course, they should communicate this to the VET Head of Department.



PRE-REQUISITES FOR 2027/2028 SUBJECTS

Name of Subject	Pre-requisite
Accounting	C+ in year 10 Maths and English
Agricultural Science	B in year 10 Science (particularly Biology unit), C in Maths, C in English
Ancient History	C+ in year 10 Humanities
Biology	B in year 10 Science (particularly Biology unit), C in Maths, C in English
Chemistry	B in year 10 Science (particularly Chemistry unit), B in Core Maths/ C+ in Extension, C in English
Chinese*	C in year 10 Chinese
Dance	C in year 10 English, recommended studying General English
Design	C in year 10 English
Digital Solutions	C+ in year 10 Maths and English
Drama	C in year 10 English, recommended studying General English or Literature
Economics	B in year 10 Humanities
Engineering	B+ in Core Maths/ C+ in Extension, C+ in English
English	C+ in year 10 English
English as Additional Language	C in year 10 English English as an additional language
French*	C in year 10 French
General Mathematics	C in year 10 Core Maths (any in Extension)
Geography	C+ in year 10 Humanities
German*	C in year 10 German
Health Education	C in year 10 English, recommended studying General English or Literature in year 11.
Japanese*	C in year 10 Japanese
Legal Studies	B in year 10 Humanities
Literature	B in year 10 English B- in year 10 English Academia and Quantum
Mathematical Methods	C+ in year 10 Extension Maths
Modern History	C+ in year 10 Humanities
Music	C in year 10 English, recommended studying General English or Literature. Ability to read music notation desirable.



Name of Subject	Pre-requisite
Philosophy & Reason	B in year 10 Humanities C in year 10 Honours
Physical Education	C in year 10 PES C in year 10 English, recommended studying General English or Literature in year 11.
Physics	B+ in year 10 Maths Core/ C+ in Extension Maths B in year 10 Science (particularly Physics unit) C in year 10 English
Psychology	B in year 10 Science, C in Maths, C in English
Spanish*	C in year 10 Spanish
Visual Art	C in year 10 English, recommended studying General English or Literature
Specialist Mathematics	B+ in year 10 Extension Maths

VET Subjects	Pre-requisite
Cert II in Electrotechnology	C in year 10 English, Maths and Science
Cert III in Health Services Assistance (Mater Education)	B in year 10 English, Maths and Science Very good effort and behaviour across all subjects
Cert IV Qualification	C in year 10 English Very Good effort and behaviour across subjects
Diploma Qualification	C+ in year 10 English Very Good effort and behaviour across subjects 85% attendance

Name of Subject	IT Requirements
Accounting	Laptop (Apple or Android)
Industrial Graphic Skills	
Media Arts in Practice	<ul style="list-style-type: none"> • Windows laptop (not iPad) • Windows 11 (NOT Windows 10S) • 64bit capable CPU (i5 / Ryzen 5 or above) • Dual Band Wireless (Capable of 5GHZ Wireless) • RAM: 8GB (16GB recommended) • Minimum 256GB SSD • Dedicated Video Card 2GB Memory or Higher • Sufficient space on device to download required software and operate the programs.

*There is always an opportunity for students to start a language in senior without having completed the language in junior, but this must be submitted to the HOD of Languages for approval. Also, if a student did not complete year 10 Languages but was exceptional in year 9 Languages this would also be taken into consideration.

2027/2028

Exceed Your Expectations

Senior Schooling Contacts:

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