Senior Subject Guide

Year 11 2025

"Achieving in Every Field"

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Clifton State High School
Senior Subject Guide
Year 11, 2025

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1. Welcome

Senior School 2025

Clifton State High School prides itself on preparing young adults for productive futures in our community and country. In developing students' confidence, independence and self-directed learning, we can be comforted by the fact that our future generations have been well prepared to make a contribution regardless of their chosen vocations.

This is an exciting time for our students and their families, as it includes planning and setting goals for students to achieve in every field. This is a time of acquiring skills and attitudes, taking action for your future and living by grabbing opportunities and living by our "Seeing Red Cars" philosophy. Stepping into the senior years of eleven and twelve also requires a heightened commitment to studies; beginning with making good subject selections for their senior phase of high school and beyond.

Time management of school life and study, balancing family commitments, part time work or school-based apprenticeships or traineeships, is a skill that needs to be mastered. Senior students, especially those undertaking an ATAR pathway, cannot expect to be successful without studying and revising using a study plan.

The scope and depth of our subject offerings means everyone can choose the pathway suited for his or her future. Staying committed to senior studies and choosing the subjects with your goal in mind is important, but also do not forget to choose subjects you enjoy and in which you achieve good results.

I wish you all the best for your senior years at Clifton State High School. Remember that your choices are for yourself, your future.

Alice James

Acting Principal

2. Introduction

The purpose of this guide is to support our school community through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection.

The information contained in this booklet is a summary of the approved General and Applied syllabuses, as well as the Vocational Education and Training options available at Clifton State High School.

Students should choose subjects according to their learning goals, and what they enjoy and are good at. They should pay close attention to the prerequisite requirements of the courses they are considering for tertiary study.

3. 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 Senior Education Profile see:

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland

Queensland Certificate of Education (QCE)

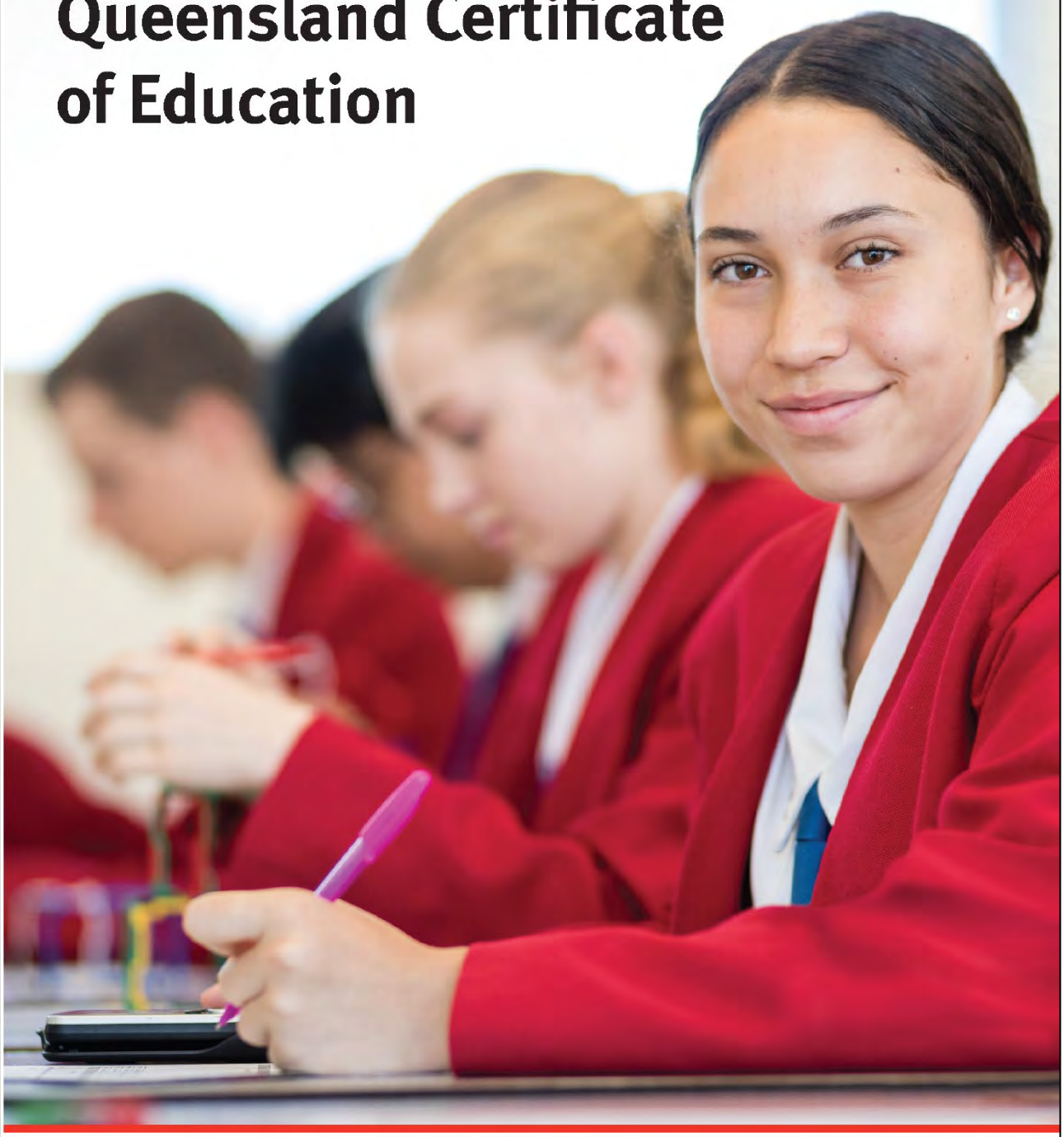
Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes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

A factsheet produced by the QCAA is provided in the following pages which explains the eligibility requirements for a QCE.

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.

Queensland Certificate of Education



Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

About the QCE

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

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

March 2024

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Queensland Curriculum & Assessment Authority

Senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

The Australian Tertiary Admission Rank (ATAR) is used to rank eligible Year 12 graduates and shows their academic achievement relative to other students.

ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: www.qtac.edu.au.

Senior Education Profile

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

More information

myqce.qcaa.qld.edu.au

The myQCE website provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

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Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations.

ATARS are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So the highest ATAR is 99.95 down to 0.00. ATARS below 30 are reported as '30.00 or less'.

How are ATARs calculated?

The calculation of an Australian Tertiary Admission Rank (ATAR) is based on a student's best five subject results, which can either be:

- five General subjects; or
- four General subjects, plus one VET qualification at Certificate III or above; or
- four General subjects, plus one Applied subject.

English requirement

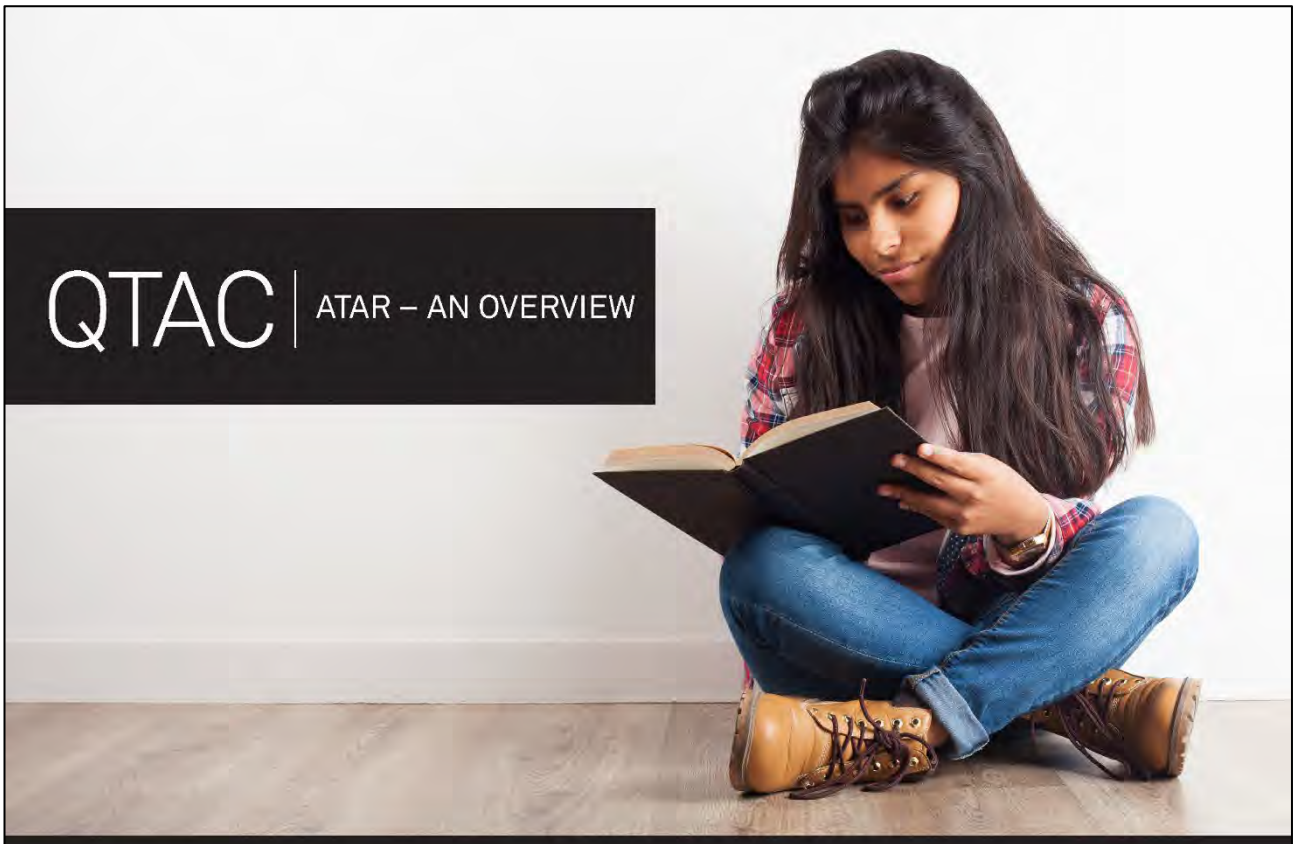
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in their English subject. At Clifton State High School, this would be either English or Essential English. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Inter-subject scaling

ATARs will be calculated by comparing student results using a process known as 'inter-subject scaling', as used in a number of other Australian jurisdictions. Scaling is a process by which raw subject results are adjusted for a given subject to allow the results for that subject to be fairly compared with the results from any other subject when calculating ATARs. The scaling process will adjust the raw results in each subject to take account of how strong students are in their subjects and how difficult it is to achieve a result in the subject relative to achievements in other subjects.

Scaling outcomes for individual subjects are not predetermined and are expected to be different from one year to the next based on the performance of the student cohort for each year. Although trends will form, school, students and parents are advised not to use historical scaling data to predict future outcomes.

A factsheet produced by QTAC is provided in the following pages which provides further information on the ATAR.



QTAC | ATAR – AN OVERVIEW

From 2020, Queensland Year 12 students will be certified for tertiary entrance with the Australian Tertiary Admission Rank (ATAR).

WHAT IS THE ATAR?

Across Australia, the ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. It is intended to assist tertiary institutions to select applicants into their courses.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year.

It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

WHO CALCULATES AND RELEASES THE ATAR?

Responsibility for calculating and issuing the ATAR has been assigned to the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions.

QTAC administers the application and offer process for tertiary institutions in Queensland (and a few institutions interstate) and has over four decades of experience in tertiary admissions.

For more information call us on **1300 467 822** or visit **qtac.edu.au** or email **atar@qtac.edu.au**

WHAT ARE THE ELIGIBILITY REQUIREMENTS FOR AN ATAR?

To be eligible for an ATAR, a student must:

- complete five General subjects (Units 3 and 4); or
- complete four General subjects (Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and
- accumulate results within a five-year period.

Students must also satisfactorily complete (i.e. achieve a minimum grade of C or higher) an English subject (one of English, English as an Additional Language, English and Literature Extension, Literature, or Essential English).

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results. For more information about scaling and the ATAR, refer to QTAC's website.

PRECLUDED SUBJECTS AND SUBJECT COMBINATIONS

The following rules apply regarding precluded subjects and subject combinations in the ATAR calculation:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both. **For example**, it is not possible to include both English (a General subject) and Essential English (an Applied subject) in a student's ATAR.
2. Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both. **For example**, it is not possible to include both Mathematical Methods (a General subject) and Essential Mathematics (an Applied subject) in a student's ATAR.
3. Only one result for the same subject taken as a General subject and via Senior External Examination can be included in the ATAR. **For example**, it is not possible to include both the General subject Chinese and the Senior External Examination subject Chinese in a student's ATAR. Similarly, it is not possible to include both the General subject Biology and the Senior External Examination subject Biology in a student's ATAR.

There are no other restrictions on the inclusion of subjects in the ATAR, for example a student may count the following General subject results in their ATAR:

- both English and Literature
- both Mathematical Methods and Specialist Mathematics
- both Chinese and Chinese Extension

Remember! Some university courses have subject prerequisites that you must satisfy before you can be considered for tertiary entry so if you have a desired course(s) in mind, consider this when selecting your subjects.

For more information call us on **1300 467 822** or visit **qtac.edu.au** or email **atar@qtac.edu.au**

HOW IS THE ATAR CALCULATED?

Your ATAR is calculated based on an aggregate of scaled results from your five best ATAR eligible inputs from three different schemes:

- Five General subjects (at Units 3 and 4); or
- Four General subjects (at Units 3 and 4) plus an Applied subject (at Units 3 and 4); or
- Four General subjects (at Units 3 and 4) plus one completed VET qualification at Certificate III level or above.

The key steps in the ATAR calculation process are:

Step 1: QCAA provides QTAC with student's subject results (Units 3 and 4 only) and completed VET qualifications.

Step 2: The subject scaling process is undertaken.

Step 3: The best five scaled subject results (from eligible inputs) are added together to create a best five Subject Aggregate.

Step 4: Students are placed in a descending order of merit based on their Best five Subject Aggregates.

Step 5: Determine how many students are to be in each of the 2000 ATAR bands (based on the Queensland Year 12 population). For example, if the Queensland Year 12 population is approximately 60,000 students then approximately 30 students will be placed in each ATAR band.

Step 6: Assign students to each ATAR band. The top 30 students are assigned ATAR 99.95, the next 30 students are assigned 99.90, and so on.

INTER-SUBJECT SCALING

What is scaling?

Students can study thousands of different combinations of subjects in their senior schooling and qualify for an ATAR. Scaling adjusts for the fact that it is more difficult to obtain a high result in some subjects than in others. This is not because some subjects are inherently harder or easier, it is because some subjects attract a more competitive cohort of students. Scaling ensures that students are neither advantaged nor disadvantaged based on the subjects they choose. Each state in Australia uses a scaling process in the calculation of the ATAR. In Queensland, subject results are scaled by QTAC.

There is some complex mathematics that underpins the scaling process, but as a simplified explanation, scaling is the process by which 'raw' subject results are adjusted to allow the results for each subject to be fairly compared with the results from any other subject for the purpose of calculating ATARs. The scaling process will adjust the raw results in each subject to take account of how well students achieve in their subjects and how difficult it is to achieve a particular result in the subject relative to achievements in all other subjects.

Refer to the QTAC website for more information about scaling.

WHO GETS AN ATAR?

Queensland Year 12 students: QTAC calculates an ATAR for all Queensland Year 12 students who have met ATAR eligibility requirements.

For more information call us on **1300 467 822** or visit **qtac.edu.au** or email **atar@qtac.edu.au**

YOUR QCE AND YOUR ATAR

Your Queensland Certificate of Education (QCE) and your ATAR are different and have different purposes.

QCE	ATAR
Certifies learning, showing the individual has achieved a specific standard of education at senior schooling level and may be considered for further study and employment.	Tells us about a student's position (or ranking) compared to all other students in the state. The only intended purpose for the ATAR is to assist with selecting applicants for tertiary study.
Shows a set of results across QCE subjects. Your results in a subject show your performance in the subject against every student who took the subject.	Your ATAR measures your position (or ranking) against the whole Queensland Year 12 age cohort, where a variety of combinations of subjects have been studied. Is based on scaled results.
Is awarded and released by the Queensland Curriculum and Assessment Authority (QCAA).	Is calculated and released by QTAC.

THE ATAR AND TERTIARY SELECTION

Most tertiary courses administered by QTAC attract more applicants than there are places available. This requires applicants to be placed in a merit order (i.e. 'ranked') to allow selection to take place.

The first step when selecting applicants is to check whether the applicants have met the prerequisites for the courses for which they have applied (for example some Bachelor of Physiotherapy courses will have a science subject prerequisite). If you have not successfully completed these prerequisite subjects you will not be considered for entry to the course, regardless of your ATAR.

The second step is to rank all applicants who satisfy the prerequisites for that course. For most courses, current school-leavers are ranked using the ATAR.

Some courses may have additional selection criteria, such as portfolio, interview, audition, questionnaire or test.

Prerequisites and additional selection criteria will be listed in the course description in the *QTAC Guide* and on the QTAC website.

ATAR AS THE STANDARD PATHWAY TO TERTIARY STUDY

ATAR will be the standard pathway used to determine entry for most tertiary courses (in addition to other entry requirements such as subject prerequisites).

ATAR will not be the only pathway to tertiary study for all courses however. Other pathways include:

- **VET qualifications as a stand-alone basis of admission:** Individual institution policies will apply as to whether VET qualifications such as AQF Certificates III and IV, Diplomas and Advanced Diplomas can be used to gain admission to a course. Refer to the institution website or QTAC website for more information.
- **Courses where ATAR is not a selection factor:** Most TAFE VET courses, and some university tertiary preparation courses and other courses may not require an ATAR for entry. Refer to the relevant institution website or the QTAC website for more information about course entry requirements.

For more information call us on **1300 467 822** or visit **qtac.edu.au** or email **atar@qtac.edu.au**

- **Bridging and preparation courses:** Completion of approved bridging, pathway or preparation courses can lead to entry to your preferred tertiary course. Refer to institution websites or the QTAC website for more information.
- **Other admissions pathways:** Refer to institution websites for additional information on other admissions pathways.

ATAR AND ADJUSTMENT FACTORS

Adjustment factors (previously referred to as 'bonus points') are additional points that may be added to an applicant's ATAR (or other rank) to derive an adjusted selection rank for a particular course at a particular institution. They do not change the ATAR.

Each institution has its own criteria for when adjustment factors can apply. They may not be applicable for all courses or all applicants. All institutions limit the maximum adjustments that will apply to your selection rank (for example some may cap the increase to your selection rank to 5 points). Common types of adjustment factors include:

- Equity adjustment: if an applicant has experienced difficult circumstances or disadvantage
- Subject adjustment: if a current Year 12 applicant has undertaken a secondary subject in a Language Other than English (LOTE) or Specialist Mathematics, or university enrichment courses
- Location adjustment: if an applicant has resided in certain areas
- Elite athlete adjustment: if an applicant is an elite athlete

WHERE CAN I FIND OUT MORE INFORMATION ABOUT THE ATAR?

For more information about the ATAR refer to QTAC's website or contact QTAC at:

Phone: 1300 467 822
Email: atar@qtac.edu.au

For more information call us on **1300 467 822** or visit **qtac.edu.au** or email **atar@qtac.edu.au**

4. Senior Study Options

QCAA Senior Subjects

Two types of QCAA developed senior subjects — General & Applied – are offered to students at Clifton State High School. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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.

Underpinning factors

All senior syllabuses are underpinned by:

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

General Subjects

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

Underpinning factors

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

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

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

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

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

Applied Subjects

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

Underpinning factors

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

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

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to

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

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

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

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Vocational Education and Training (VET)

Vocational education and training (VET) provides valid and important pathway options for many students. VET partners with industry and government to provide people with workplace skills and technical knowledge to help them advance their career now and in the future. Students can access VET programs through school based certificate course or through an external Registered Training Organisation (RTO).

Successful attainment of AQF qualifications contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one Certificate III or above

qualification can be used in the calculation of a student's ATAR.

Clifton State High School offers opportunities for students to undertake certificate courses registered under the Australian Qualifications Framework (AQF) at school, and in some cases outside of school. Successful completion of Certificate Courses can articulate to a wide variety of further study options including directly leading into Certificate IV and Diploma courses, which may in turn be used to gain university entrance.

More detailed information on the range of VET study options available to students at Clifton State High School is available in this Senior Subject Guide.

Certificate courses delivered at school

Clifton SHS is a registered training organisation (RTO) and also has third-party arrangements with external providers who are a RTOs.

School based traineeships and apprenticeships

Students can commence studies in an apprenticeship or engage in a traineeship whilst completing their senior studies. Students generally attend the workplace one day per week as part of their school-based traineeship or apprenticeship.

TAFE at School

During their senior studies students may be able to complete a TAFE Queensland qualification. Students can choose from a variety of Certificate I to Diploma courses from a range of study areas. Costs vary depending on the course and qualification level. Students undertaking a nationally-recognised qualification at TAFE Queensland as part of their senior studies may be eligible for reduced or, in some cases, no tuition fees at all.

5. QCAA Senior Subjects

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Maths (BSDE)

Applied

- Essential Mathematics

English

General

- English

Applied

- Essential English

Humanities

General

- Legal Studies
- Modern History

Applied

- Social and Community Studies

Health and Physical Education

Applied

- Early Childhood Studies

Science

General

- Agricultural Science
- Biology
- Chemistry
- Physics

Languages

General

- French (BSDE)
- Japanese (BSDE)

The Arts

General

- Music
- Visual Art

Applied

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

General Mathematics

General senior subject

General

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

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

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

The major domains of mathematics in 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 should:

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Problem-solving and modelling task	Formative assessment 3: • Examination Part 1 • Examination Part 2
Formative assessment 2: • Examination	

Summative assessments

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

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

Mathematical Methods

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Problem-solving and modelling task	Formative assessment 3: • Examination
Formative assessment 2: • Examination	

Summative assessments

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

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

Specialist Mathematics (offered through BSDE)

General senior subject

General

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

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

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

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Formative assessment information is available from the Brisbane School of Distance Education upon request.

Summative assessments

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Problem-solving and modelling task	Formative assessment 3: • Problem-solving and modelling task
Formative assessment 2: • Examination short response	Formative assessment 4: • Examination short response

Summative assessments

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.

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

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Multi-modal Speech	Formative assessment 3: • Literary Essay – unseen exam (supervised)
Formative assessment 2: • Feature Article on literary text – extended written response	Formative assessment 4: • Imaginative – extended writing – response to stimulus (controlled conditions)

Summative assessments

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. 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).

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%

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 should:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Spoken response	Formative assessment 3: • Multimodal response
Formative assessment 2: • Short response exam (SRI)	Formative assessment 4: • Written response

Summative assessments

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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

Legal Studies

General senior subject

General

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 should:

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Examination – combination response	Formative assessment 3: • Examination – combination response
Formative assessment 2: • Investigation – inquiry report	Formative assessment 4: • Investigation – argumentative essay

Summative assessments

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

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

Modern History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • French Revolution, 1789–1799 (Estates General meets – New Consulate established)	**Movements in the Modern World** • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the Modern World** • Germany since 1914 (World War I begins) • Israel since 1917 (announcement of the Balfour Declaration)	**International experiences in the Modern World** • Australian engagement with Asia since 1945 (World War II in the Pacific ends) **External Assessment Topic** • Cold War and its aftermath, 1945–2014 (Yalta Conference begins — Russo–Ukrainian War begins) Aspect of the topic: Reasons for the end of the Soviet Union, 1980s–1990s

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Examination — extended response	Formative assessment 3: • Investigation
Formative assessment 2: • Investigation	Formative assessment 4: • Examination — short response

Summative assessments

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

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%

*This subject is delivered in an Alternative Sequence mode - Year 11 and 12 undertake the same units of curriculum.

Social and Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Early Childhood Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

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

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

Assessment

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

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

Agricultural Science

General senior subject

General

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 should:

- 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 • Agricultural enterprises A • Animal production A • Plant production A	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Data Test	Formative assessment 3: • Research Investigation
Formative assessment 2: • Student Experiment	Formative assessment 4: • Examination

Summative assessments

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

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

General

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 should:

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Data Test	Formative assessment 3: • Research Investigation
Formative assessment 2: • Student Experiment	Formative assessment 4: • Examination

Summative assessments

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

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			

*This subject is delivered in an Alternative Sequence mode - Year 11 and 12 undertake the same units of curriculum.

Chemistry

General senior subject

General

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world

- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties

- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products

- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Data Test	Formative assessment 3: • Student Experiment
Formative assessment 2: • Research Question	Formative assessment 4: • Examination

Summative assessments

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

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

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 should:

- 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
Physics of motion • Linear motion and force • Gravity and motion	**Einstein's famous equation** • Special relativity • Ionising radiation and nuclear reactions • The Standard Model	**The transfer and use of energy** • Heating processes • Waves • Electrical circuits	**Electromagnetism and quantum theory** • Electromagnetism • Quantum Theory

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Data Test	Formative assessment 3: • Student Experiment
Formative assessment 2: • Research Investigation	Formative assessment 4: • Examination (covering content from Units 1 and 2)

Summative assessments

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

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			

*This subject is delivered in an Alternative Sequence mode - Year 11 and 12 undertake the same units of curriculum.

French (offered through BSDE)

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 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 should:

- 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 • Family/carers • Peers • Education	**L'exploration du monde — Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre société; culture et identité — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Mon présent; mon avenir — My present; My future** • The present • Future choices

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Formative assessment information is available from the Brisbane School of Distance Education upon request.

Summative assessments

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

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 (offered through BSDE)

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 should:

- 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
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • 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** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **— My present; my future** • The present • Future choices

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Formative assessment information is available from the Brisbane School of Distance Education upon request.

Summative assessments

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

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%

Music

General senior subject

General

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 should:

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Performance – Designs of Film Music	Formative assessment 3: • Examination – extended response
Formative assessment 2: • Composition – Music for Film	Formative assessment 4: •

Summative assessments

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

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			

*This subject is delivered in an Alternative Sequence mode - Year 11 and 12 undertake the same units of curriculum.

Visual Art

General senior subject

General

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

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways

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

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

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

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

Structure

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

Assessment

Formative assessments

Schools devise assessments in Units 1 and 2 to suit their local context. The results for Units 1 and 2 will be reported to QCAA as S (satisfactory) or U (unsatisfactory) and contribute to the calculations of the QCE.

Unit 1	Unit 2
Formative assessment 1: • Multi-modal Project	Formative assessment 3: • Extended written response – test conditions
Formative assessment 2: • Experimental practical folio	Formative assessment 4: •

Summative assessments

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

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			

*This subject is delivered in an Alternative Sequence mode - Year 11 and 12 undertake the same units of curriculum.

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.

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.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: • 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.

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: • 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.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

6. Vocational Education and Training

Certificate courses delivered at school

Certificate II

- Certificate II in Hospitality
- Certificate II in Engineering Pathways
- Certificate II in Horse Care

Certificate III

- Certificate III in Horse Care
- Certificate III in Business
- Certificate III in Fitness + Cert II in Sport and Recreation
- Certificate III in Rural Operations

School based traineeships and apprenticeships

TAFE at School

Certificate II in Hospitality

SIT20322

VET

NOTE: A Subject Fee is applicable to complete this certificate course; for some practical tasks, students will be required to supply their own ingredients.

This course is a nationally registered and recognized course within the Australian Qualifications Framework. Competencies are credited to the students and banked in their learning account to support their QCE by contributing 4 points on completion as well as enhancing future study or employment opportunities.

Students will participate in activities which develop skills in the following areas: International Women's Breakfast, Soup Drive, High Tea, First Impressions Luncheon, Coffee and Cakes, Café preparation and service, and Coffee Shop; as well as using Hygienic Practices for Food Safety.

Course Competencies

BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHFAB027	Serve food and beverage
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB021	Provide responsible service of alcohol

Curriculum Activities: During the course students will be expected to carry out curriculum activities rated from low to extreme risk.

Assessment Tasks: Students will be assessed through methods such as observation, online workbooks and teacher questioning. There is a compulsory structured workplace learning (SWL) component consisting of 12 days in industry – organised by the school.

Recommended Minimum Requirements: Students should have satisfactory literacy and numeracy skills as communication, calculations and measuring are important aspects of the course.

Extra Requirements: Students are required, as part of the Workplace, Health and Safety component of this subject, to wear fully enclosed leather shoes at all times in the kitchen. At times, for certain functions, students will be required to wear the hospitality uniform which is a long pair of black pants (students supply their own) and a hospitality shirt (supplied by the school).

Possible Future Pathways: There are a variety of pathways available in this certificate including employment in cafes, coffee shops , bars, bistros and restaurants to name a few.

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

BLUEDOGTRAINING

QCE Credits: 4

Description

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

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

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

Application

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

Eligibility - Cost

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

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

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

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

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

Training and Assessment Delivery

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

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

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

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

Core

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

Elective

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

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

Notes:
*Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

Certificate II in Horse Care

ACM20221

VET

This course is a nationally registered and recognized course within the Australian Qualifications Framework and competencies credited to the students are banked in their learning account to support their QCE and to enhance future study or employment opportunities.

Course Competencies

ACMEQU212	Handle horses safely
ACMEQU213	Follow safe work practices in equine industries
ACMEQU215	Provide daily care of horses
ACMEQU216	Check and treat horses
ACMEQU217	Load and unload horses
AHCMOM202	Operate tractors
AHCMOM217	Operate quad bikes
ACMEQU218	Perform horse riding skills at walk, trot and canter
ACMEQU311	Prepare horses for presentation at an event
ACMINF302	Follow equine biosecurity and equine infection control procedures
RGRPSH308	Provide first aid and emergency care for horses or other equines
ACMEQU220	Lunge educated horses
ACMEQU214	Prepare to work safely around horses
ACMEQU219	Develop riding skills for exercising horses

Curriculum Activities: During the course, students will be expected to carry out curriculum activities rated from low to extreme risk. The school will facilitate the availability of this course, but the students will have to meet the expense, for example appropriate PPE and short excursions to local properties and businesses.

Assessment Tasks: Assessment tasks must be equitable and fair to all students so a wide variety of tasks are offered. There is a balance between practical assessment and knowledge of theory to gain competency in this subject. A range of teaching/learning strategies will be used to deliver these competencies, including:

- Observation and teacher questioning
- Workbooks, including written questioning
- Photographs
- Written reports, including risk assessments

Recommended Minimum Requirements: It is recommended that students have an interest in this field of study and are keen to complete the Certificate course.

Extra Requirements: Students are expected to wear appropriate Personal Protective Equipment during all practical activities. This includes boots, hat, jeans and shirt (ordered through school). Field trips and excursions are also required which incur an additional cost. Both of these are above school fees and are required for the completion of practical learning activities.

Possible Future Pathways: This course provides the skills for a solid foundation for entry into the equine or agriculture industries, with job titles relevant to this qualification including Farm or Station Hand. This course is also a pathway for future study at a higher level in the Agricultural industry.

Certificate III in Horse Care

ACM30821

VET

For students who have completed the Certificate II in Horse Care, there is the possibility to complete further units to attain the Certificate III in Horse Care. This may incur a further cost to the student.

The qualification covers the skills and knowledge required to work safely with horses, including handling, feeding, exercising and care for horses, stable duties, fitting gear, ridden or un-ridden horse activities, and transportation of horses.

This course is a nationally registered and recognised course within the Australian Qualifications Framework and competencies credited to the students are banked in their learning account to support their QCE and to enhance future study or employment opportunities.

Course Competencies:

ACMEQU217	Load and unload horses
ACMEQU212	Handle horses safely
ACMEQU221	Manage personal health and fitness for working with horses
ACMEQU305	Implement a horse health program
ACMEQU306	Provide routine care for horses
ACMEQU311	Prepare horses for presentation at an event
ACMEQU313	Work safely in equine workplaces
ACMINF302	Follow equine biosecurity and infection control
RGRPSH308	Provide first aid and emergency care for horses or other equines
AHCMOM217	Operate quad bikes
RGRHBR305	Handle young horses
RGRHBR304	Assess suitability of horses for specific uses
AHCMOM202	Operate tractors
ACMEQU218	Perform basic horse riding skills at walk, trot and canter
ACMEQU309	Carry out basic hoof procedures
AHCWRK320	Apply environmentally sustainable work practices
ACMEQU219	Develop riding skills for exercising horses
ACMEQU220	Lunge educated horses

Curriculum Activities: During the course students will be expected to carry out curriculum activities rated from low to extreme risk.

Assessment Tasks: Assessment tasks must be equitable and fair to all students and, to achieve this, a wide variety of tasks are offered. There is a balance between practical assessment and knowledge of theory. To obtain competency, students will be guided to a level where little or no supervision is required as per industry standards. They will be competent in performing processes that require a range of well-developed skills where some discretion and judgment is required and they must also be able to take responsibility for their own outputs in work and learning. The students must show responsibility and initiative at all times.

Recommended Minimum Requirements: It is recommended that students have an interest in this field of study and are keen to complete the Certificate III course. The course is by no means restricted to students who wish to go into a related industry, as the units are useful as an introduction to any industry and credited competencies can be transferred if required. This course should not be considered an easy option.

Extra Requirements: Students may be required, on occasions, to work at locations within Clifton. Notice will be given when this is to occur.

Possible Future Pathways: This qualification is for occupational outcomes in the horse industry. Job roles may include stable hand, stud groom, strapper, stud hand, farm hand, stock rider/monitor, trail ride assistant and many others.

Certificate III in Business

BSB30120

NATIONALLY RECOGNISED TRAINING

VET

Binnacle Training 2025 Course Snapshot

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2 Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$265.00 per person

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances › Introduction to Tourism **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Research Topics and Create a Group Presentation **PROJECTS** › Group Presentation
TERM 3	**TOPICS** › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › WHS Processes at the 'Go! Regional' Travel Expo
TERM 4	**TOPICS** › Develop and Apply Knowledge of Personal Finances **PROJECTS** › Personal Budget for the Future
TERM 5	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 6	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7	**TOPICS** › Designing and Producing Business Documents › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

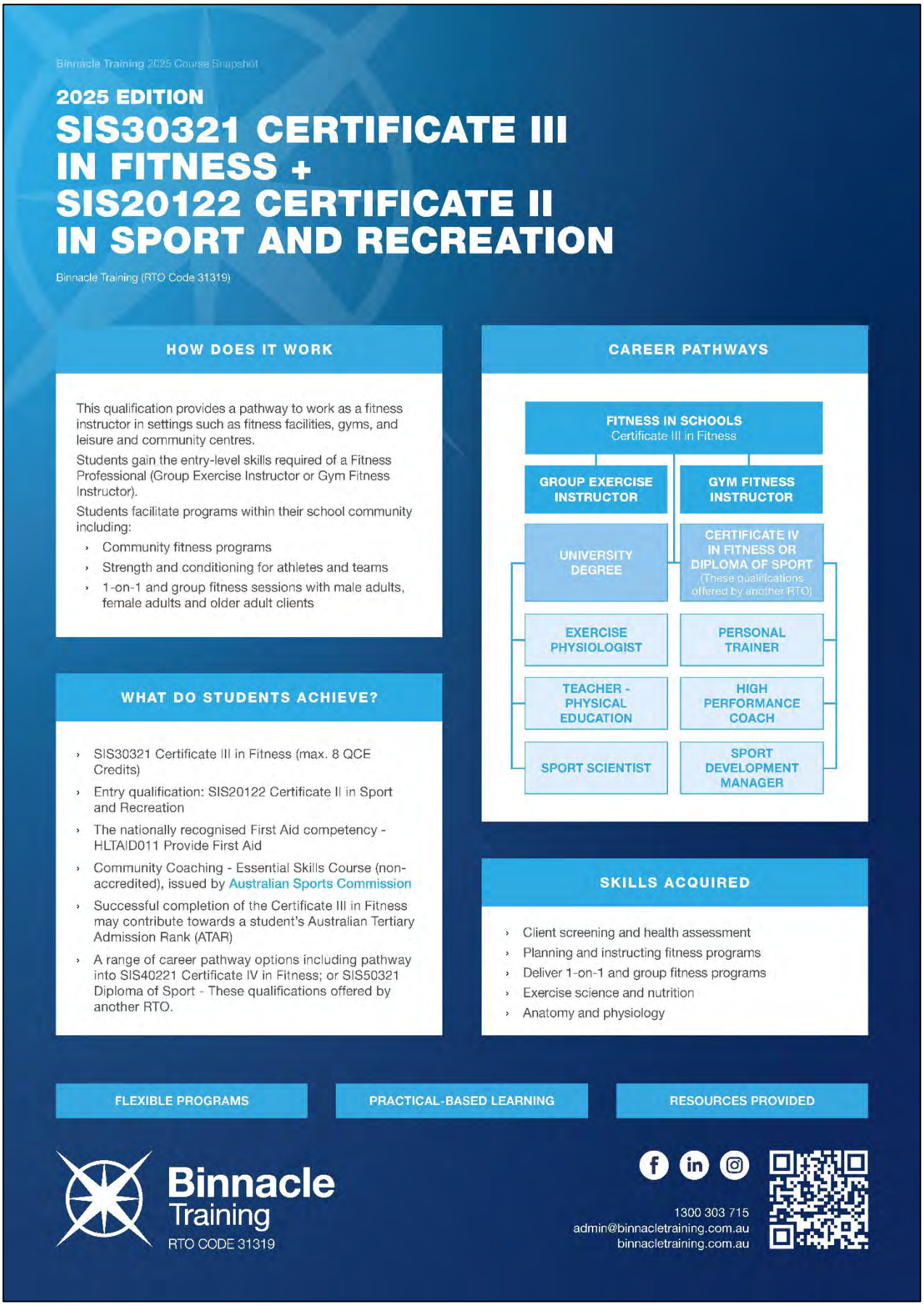
Please note this 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Certificate III in Fitness + Certificate II in Sport and Recreation

SIS30321 + SIS20122

NATIONALLY RECOGNISED TRAINING

VET



Binnacle Training 2025 Course Snapshot

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$365.00 per person (Cert II entry qualification = $265.00 + Cert III Gap Fee = $100.00)
(+ First Aid $55.00)

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1

TOPICS
- Introduction to the Sport, Fitness and Recreation Industry
- Introduction to Coaching Programs

PROGRAMS
- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2

TOPICS
- Introduction to Community Programs
- Introduction to Conditioning Programs

PROGRAMS
- Community SFR Program: Assist with Delivering Community SFR Sessions
- Conditioning Program: Participate in Conditioning Sessions

TERM 3

TOPICS
- Working in the SFR Industry
- Providing Quality Service in the SFR Industry

PROGRAMS
- Group Conditioning Program: Plan and Deliver Group Conditioning Sessions
- One-on-one Conditioning Program: Plan and Deliver a Cardio Program

TERM 4

TOPICS
- Anatomy and Physiology - The Musculoskeletal System
- First Aid Course: HLTAID011 Provide First Aid

PROGRAMS
- Recreational Group Exercise Program

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20122 CERTIFICATE II IN SPORT AND RECREATION

TERM 5

TOPICS
- Anatomy and Physiology
- Health and Nutrition Consultations

PROGRAMS
- One-on-One Gym Program: Adolescent Client
- Conduct Consultations with a Client (Peer)
- Plan and Conduct Sessions (Scenario Clients)

TERM 6

TOPICS
- Screening and Health Assessments
- Specific Population Clients
- Older Clients

PROGRAMS
- Fitness Orientation Program: Client Orientation
- Gentle Exercise Program: Participate in Gentle Exercise Sessions
- Mobility Program: Plan and Instruct Mobility Sessions

TERM 7

TOPICS
- Older Clients
- Specific Populations

PROGRAMS
Group Exercise and Gym-based One-on-One Sessions:
- Female and Male Adults aged 18+; and
- Older adults aged 55+

UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR001	Respond to emergency situations (SISXEMR003)	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

Please note this 2025 Course Schedule is current at the time of publishing and should be used as a guide only. 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). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Certificate III in Rural Operations

AHC32822

VET

This course is a nationally registered and recognised course within the Australian Qualifications Framework and competencies credited to the students are banked in their learning account to support their QCE and to enhance future study or employment opportunities. This course comprises 16 units of competencies including two core units: Contribute to OHS Processes and Implement and Monitor Environmentally Sustainable Work Practices. The remaining units cover competencies in Agriculture, Horticulture, Associated Machinery and Rural Business.

Course Competencies:

AHCWHS302	Contribute to WHS processes
AHCWRK320	Apply environmentally sustainable work practices
AHCBIO303	Apply Biosecurity Measures
AHCPHT215	Plant horticultural crops
AHCMOM202	Operate tractors
AHCPMG201	Treat weeds
AHCCHM201	Apply chemicals under supervision
AHCWRK314	Monitor weather conditions
AHCLSK211	Provide feed for Livestock
AHCLSK301	Administer medication to livestock
AHCLSK308	Identify and draft livestock
AHCMOM217	Operate quad bikes
AHCINF306	Plan and construct an electric fence
AHCBAC309	Undertake preparation of land for agricultural crop production
BSBTEC301	Design and produce business documents
AHCLSK205	Handle livestock using basic techniques

Curriculum Activities: During the course students will be expected to carry out curriculum activities rated from low to extreme risk.

Assessment Tasks: Assessment tasks must be equitable and fair to all students and, to achieve this, a wide variety of tasks are offered. There is a balance between practical assessment and knowledge of theory. To obtain competency, students will be guided to a level where little or no supervision is required as per industry standards. They will be competent in performing processes that require a range of well-developed skills where some discretion and judgment is required and they must also be able to take responsibility for their own outputs in work and learning. The students must show responsibility and initiative at all times.

Recommended Minimum Requirements: It is recommended that students have an interest in this field of study and are keen to complete the Certificate III course. The course is by no means restricted to students who wish to go into agriculture, as the units are useful as an introduction to any industry and credited competencies can be transferred if required. This course should not be considered an easy option.

Possible Future Pathways

This course provides the skills for a solid foundation for entry into industry or for future study at a higher level in the Agricultural Industry.

School-Based Apprenticeships and Traineeships

School-based apprenticeships and traineeships (SATs) allow high school students to work for an employer and train towards a nationally recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education and/or Overall Position (OP) score.

School-based apprenticeships and traineeships help young people to go places, whether that's a full-time job, a trade career, university, TAFE or other training. The workplace skills and confidence they gain during their school-based apprenticeship or traineeship provide a solid foundation for any career.

SATs provide more flexibility and variety and have great benefits for young people who prefer hands-on learning to traditional schooling pathways and can lead directly to full time employment for school leavers.

How do SATs work at Clifton State High School?

A typical trainee studies 5 subjects/certificates towards their QCE and/or ATAR and attends school 4 days per week. One day per week, the student works with their employer at the work site. Training for their nationally recognised Certificate is undertaken at home, in study lessons at school and by visits from supervising trainers. In some cases, students are required to attend TAFE and these can be in block periods throughout the year.

Students can study Certificate II or III, study 5 or 6 subjects, and obtain an ATAR if they wish.

Students undertaking school-based apprenticeships and traineeships are expected to:

- maintain the quality of their school work
- catch up on any learning missed while attending work placements, and
- productively use their time in their spare/study time to complete training, school assignments and home work.

The school reserves the right to review such placements, depending on the student's ability to cope with load and meet QCE requirements.

How do I get a school based traineeship or apprenticeship?

Step 1: Complete or update your SET (Senior Education and Training) Plan indicating:

- your career plans
- intended learning options
- readiness for work or part-time work
- education and training participation options
- academic record
- subject selections for Years 11 and 12

Step 2: Make an appointment with the Industry Liaison Officer, Mrs Belinda Naumann. Bring your resume.

Step 3: Complete an application for Traineeship/Apprenticeship form.

Step 4: Browse School Based vacancies on the board outside Room B15, contact potential employers, search the internet for vacancies.

Step 5: Continue to communicate with the Industry Liaison Officer to arrange work experience or provide employers with information regarding SATs and sign up process.

Approval for a school based traineeship or apprenticeship

For a school-based arrangement to be created, students must have the support of their employer, their school, a supervising registered training organisation, and their parent or guardian. All parties, along with an Australian Apprenticeship Centre representative, will attend a meeting to complete and sign a training

contract.

Recent changes to the school-based apprenticeship and traineeship policy

User Choice Policy has changed to remove the 100% Government contribution to SATs and align future funding to the priority level of the qualification. This change of funding will provide an opportunity for successful SATs to enter a training pathway that will provide greater opportunities for employment and sustainable job outcomes.

The **minimum number of days of paid employment** has been raised to 50 days within a 12 month period. (A minimum of 80 days of paid employment within a twelve month period remains in place for Electro technology SATs)

TAFE at School

At TAFE Queensland Darling Downs South West, students can gain career skills and qualifications while completing Year 11 and 12. Through the TAFE at School Program, students can complete qualification at the Toowoomba or Warwick TAFE campuses.

Benefits to studying at TAFE while still at school include:

- obtaining a qualification while still at school
- gaining valuable credit points towards your QCE
- a guaranteed entry into a TAFE Queensland Diploma course
- gaining valuable credits towards a diploma course or university studies
- preparing you for work
- building practical skills in an adult learning environment
- learning from professionals with current industry knowledge

How does TAFE at School work at Clifton State High School?

A typical TAFE at School student studies 5 subjects/certificates towards their QCE and/or ATAR and attends school 4 days per week. One day per week, the student attends the assigned TAFE campus (Toowoomba or Warwick).

Students undertaking TAFE at School study are expected to:

- maintain the quality of their school work
- catch up on any learning missed while attending TAFE, and
- productively use their time in their spare/study time to complete training, school assignments and home work.

The school reserves the right to review TAFE at School enrolments, depending on the student's ability to cope with load and meet QCE requirements.

What courses are available?

Year 10 students can access a copy of the TAFE at School 2025 Course guide by seeing the Guidance Officer or the Industry Liaison Officer. A copy is also available on the TAFE website.

Who can do it?

You must be enrolled in Year 11 or 12 and attend a Queensland high school for the duration of the program. You also need to have a Senior Education and Training (SET) Plan in place. You can only enrol in one program with TAFE Queensland so think about the one that's right for you. Enrolment in TAFE at School courses is subject to school approval.

How much does it cost?

Students undertaking a nationally accredited qualification at TAFE Queensland as part of their senior studies may access VETiS (Vocational Education & Training in Schools) funding (if not already accessed) to pay substantially reduced or, in some cases, no tuition fees at all.

Note that there are material fees for all programs and an administration fee per calendar year and students will need to meet these costs.

How do I enrol?

Students who are interested in applying for a TAFE at School course should see the Industry Liaison Officer (or the Guidance Officer) as soon as possible. TAFE at School courses are becoming increasingly popular. Early applications give students the best chance of receiving an enrolment offer.

Step 1: Visit the Guidance Officer to register your interest, get help with registration forms, dates and course information.

Step 2: Ensure that your SET Plan is updated and relevant to the course you want to undertake.

Step 3: Complete the online registration form.

Step 4: You will be notified of your acceptance into the program via email. Your school will also be notified that you have been offered a place in the program. Your offer pack will include all of the information you need to enrol into your program.

Step 5: Enrol into your program no later than the date outlined in your offer pack.

Need More Information?

If you are interested in undertaking a TAFE at School course, or would like more information regarding any vocational education options, please contact Mrs Sarah Manttan. Please see Mrs Manttan for the TAFE at School course guide including fees, study mode, and dates.

7. Other Senior Study Options

Distance Education

Students may choose to study a particular course of subject through a school of distance education. The distance education provider most commonly accessed by Clifton SHS students is the Brisbane School of Distance Education (BSDE). BSDE serves a wide community of families whose school age students are unable to study in a mainstream school.

A student in Years 11 and 12 can study a General or Applied subject through distance education provided that the student is unable to study the subject at the base school. This could be for a number of reasons:

- The school does not offer the subject.
- The school's timetable does not allow the student to study the subject at the base school.

For students to gain the most from distance education courses, they must **engage fully with the learning**. The nature of distance education is such that to engage fully, students must regularly complete learning tasks and communicate with their teacher about their learning.

Both attendance and engagement are demonstrated on a weekly basis by participation in scheduled 2 online lessons, web-conferencing and Blackboard courses, as well as return of diagnostic tasks or units of work, communication with the teacher by phone or email, or attendance at distance education activities.

Interactive learning can be generated by linking schools via school computers on the Department of Education and Training intranet. This school uses a VOIP platform to deliver synchronous lessons. This system allows students and teacher to interact via the computer screen and voice.

Students demonstrate their "effort" by the regularity and variety of contact and completion of weekly activities. Students must have at least 80% attendance in the learning program course to qualify for credit in that unit. At BSDE, attendance is monitored on a weekly basis. Students who fail to attend/engage appropriately will be removed from their class and may need to "show cause" why they should be given credit for the course of study.

Students are required to pay fees if they choose to study through BSDE.

The following subjects have been utilised through BSDE here at Clifton SHS:

- Ancient History
- Accounting
- Design
- Specialist Mathematics
- Geography
- French

It should be noted that only students who are motivated and capable of self-directed study will succeed with this study mode. Even then, some find it quite challenging, so careful thought should be given to this option.

University Subjects

Students may choose to study a university subject in Year 11 or 12. There are a number of universities that offer this opportunity to Year 11 and/or 12 students, including QUT, Griffith University, University of Sunshine Coast, CQ University, James Cook University. However, the university program most commonly accessed by Clifton SHS students is the UniSQ Head Start program.

The UniSQ Head Start program is available to high performing students who have been recommended by their school as having the capability, maturity and motivation to undertake study at the tertiary level and to carry the additional associated workload without jeopardising their senior years' studies.

Students will be enrolled as non-award students and will therefore be exempted from payment of a student service charge for their first course. Students will not be charged any tuition fees for their first course. Students will be expected to meet the costs normally incurred with the course in which they are enrolled, including books/materials, field trips etc. Students undertaking another course in the next semester will be charged a fee, discounted by the university, and this fee will need to be paid in full to UniSQ before the start of semester.

Students will be issued with a student number and student ID card and will have access to the University Library and to the University IT services including UConnect.

Should a student be admitted subsequently to a UniSQ program, credit will be granted for the completed course, subject to the rules pertaining to that particular program.

Guaranteed entry will be awarded to those students who successfully complete a course. These students still need to apply via QTAC and put a UniSQ Program as their first preference.

Below are some examples of Courses on offer via UniSQ Head Start Program.

- AGR1101 Animal Health, Welfare and Behaviour
- AVN1101 Introduction to Aviation
- SES1002 Introduction to Sport and Exercise
- EDE1110 Foundations of Early Childhood
- ENP1001 Engineering Fundamental A
- PSY1010 Foundation Psychology A
- LAW1111 Australian Legal System
- GIS1402 Geographic Information Systems

A full list of courses on offer via UniSQ Head Start Program are available on the UniSQ website. More information on the UniSQ Head Start program, as well as similar programs at other universities, is available from the Guidance Officer.

Notes

Notes