



Clifton State High School

Achieving in every field

Senior Subject Guide

Year 11 2024

"Achieving in Every Field"

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Clifton State High School
Senior Subject Guide
Year 11, 2024

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1. Welcome

Senior School 2024

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.

Lou Oberholzer

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. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of our school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

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 Assessment and Tertiary Entrance Systems

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.

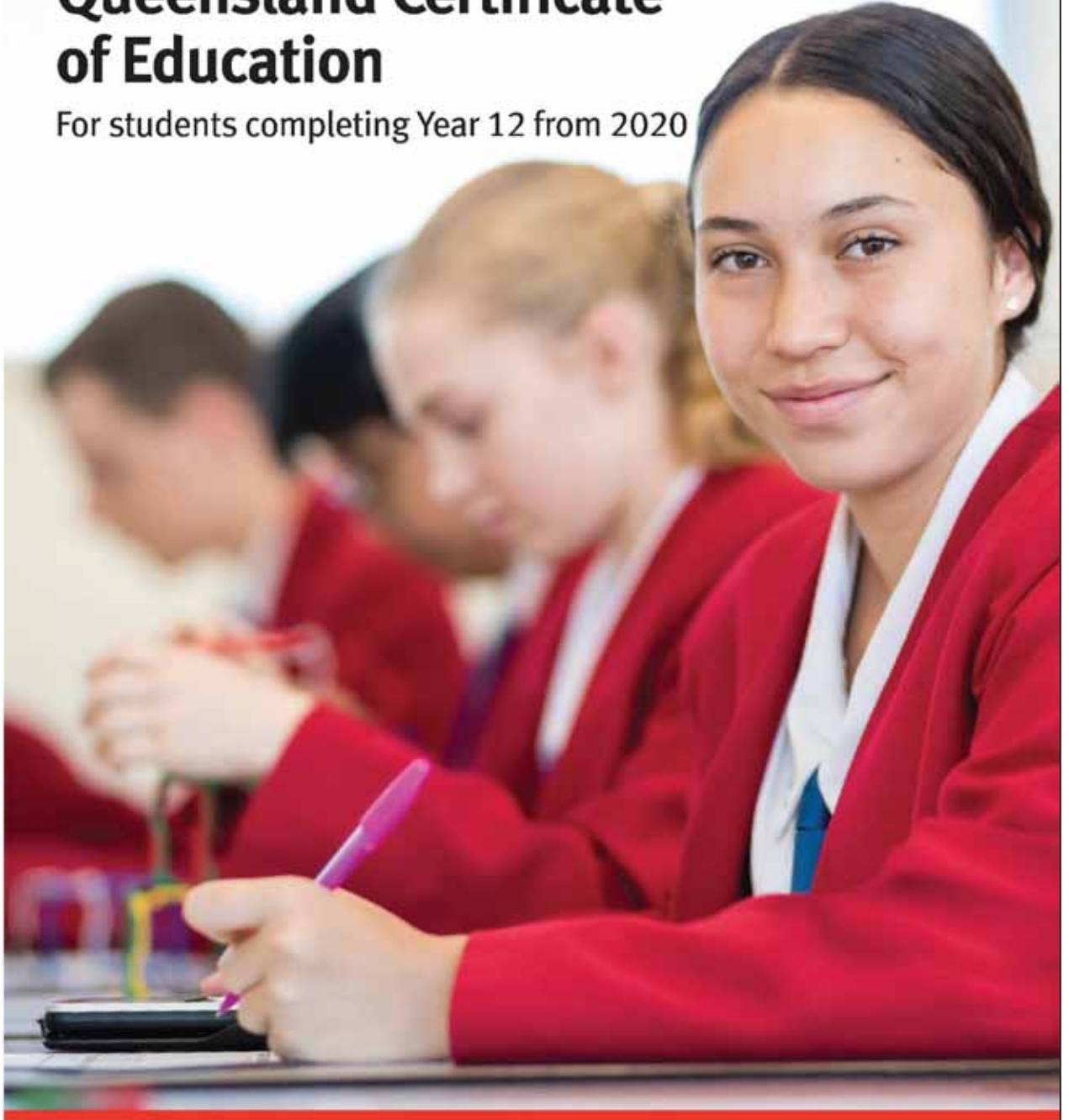
A factsheet produced by the QCAA is provided in the following pages which explains the eligibility requirements for a QCE.

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

For students completing Year 12 from 2020



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.

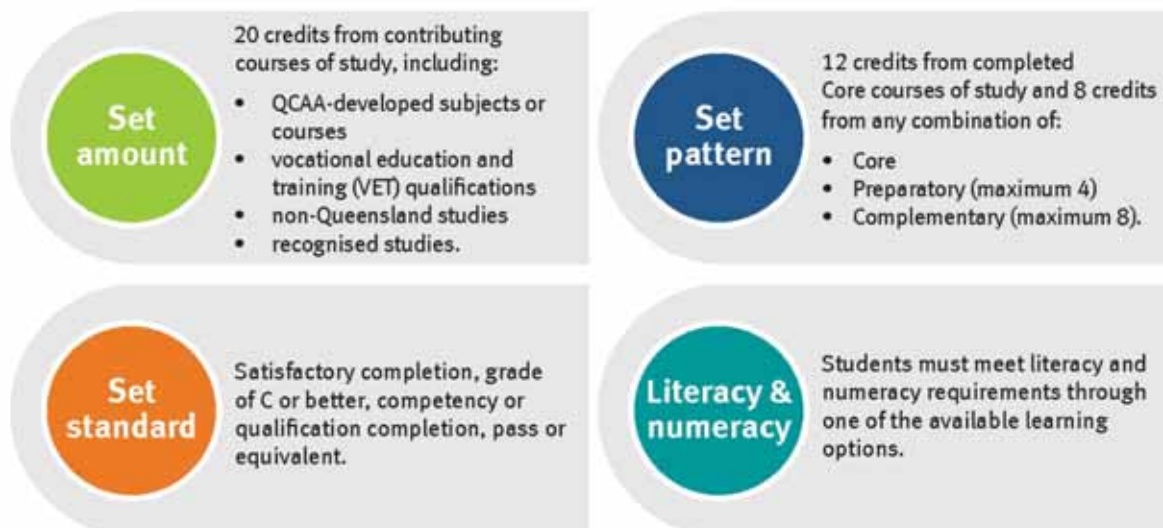
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning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



More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

November 2019

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	1
• QCAA Short Course in Numeracy	
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	1
• QCAA Short Course in Career Education	
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
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- 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
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Queensland Curriculum & Assessment Authority

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

From 2020, there will be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). 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 (for students completing Year 12 from 2020) 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.

© QTAC

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'.

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

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.

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

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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 on an apprenticeship or engage in a traineeship whilst completing their senior studies. They generally attend this one day per week.

TAFE at School

During your senior studies you may be able to complete a TAFE Queensland qualification. 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



Sciences

General

- Agricultural Science
- Biology
- Chemistry
- Physics



English

General

- English

Applied

- Essential English



Languages

General

- French (BSDE)
- Japanese (BSDE)



Humanities

General

- Modern History
- Legal Studies

Applied

- Social and Community Studies



The Arts

General

- Music
- Visual Art

Applied

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



Health and Physical Education

Applied

- Early Childhood Studies

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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: <ul style="list-style-type: none"> Problem-solving and modelling task 	Formative assessment 3: <ul style="list-style-type: none"> Examination Part 1 Examination Part 2
Formative assessment 2: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution 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: <ul style="list-style-type: none"> Problem-solving and modelling task 	Formative assessment 3: <ul style="list-style-type: none"> Examination
Formative assessment 2: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

Specialist Mathematics (offered through BSDE)

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none">• Combinatorics• Vectors in the plane• Introduction to proof	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none">• Complex numbers 1• Trigonometry and functions• Matrices	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none">• Proof by mathematical induction• Vectors and matrices• Complex numbers 2	Further statistical and calculus inference <ul style="list-style-type: none">• Integration and applications of integration• Rates of change and differential equations• 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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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 <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical 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: <ul style="list-style-type: none"> Multi-modal Speech 	Formative assessment 3: <ul style="list-style-type: none"> Literary Essay – unseen exam (supervised)
Formative assessment 2: <ul style="list-style-type: none"> Feature Article on literary text – extended written response 	Formative assessment 4: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination – analytical written response 			

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identities, places, events and concepts

Assessment

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: TED Talk - Oral	Formative assessment 3: Multi-modal Presentation
Formative assessment 2: Response to stimulus – paragraphs (exam conditions)	Formative assessment 4: Narrative – Extended Writing

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): <ul style="list-style-type: none"> Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Common internal assessment (CIA) – short response examination 	Summative internal assessment 4 (IA4): <ul style="list-style-type: none"> Extended response — Written response

Legal Studies

General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> Civil law foundations Contractual obligations Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> Governance in Australia Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> Human rights The effectiveness of international law 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: <ul style="list-style-type: none"> Examination – combination response 	Formative assessment 3: <ul style="list-style-type: none"> Examination – combination response
Formative assessment 2: <ul style="list-style-type: none"> Investigation – inquiry report 	Formative assessment 4: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation — argumentative essay 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — inquiry report 	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — combination response 			

Modern History

General senior subject

General

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• Australian Frontier Wars, 1788–1930s• Age of Enlightenment, 1750s–1789• Industrial Revolution, 1760s–1890s• American Revolution, 1763–1783• French Revolution, 1789–1799• Age of Imperialism, 1848–1914• Meiji Restoration, 1868–1912	Movements in the modern world <ul style="list-style-type: none">• Australian Indigenous rights movement since 1967• Independence movement in India, 1857–1947• Workers' movement since the 1860s• Women's movement since 1893• May Fourth Movement in China, 1919• Independence movement in Algeria, 1945–1962	National experiences in the modern world <ul style="list-style-type: none">• Australia, 1914–1949• England, 1756–1837• France, 1799–1815• New Zealand, 1841–1934• Germany, 1914–1945• United States of America, 1917–1945• Soviet Union, 1920s–1945• Japan, 1931–1967• China, 1931–1976• Indonesia, 1942–1975• India, 1947–1974• Israel, 1948–1993	International experiences in the modern world <ul style="list-style-type: none">• Australian engagement with Asia since 1945• Search for collective peace and security since 1815• Trade and commerce between nations since 1833• Mass migrations since 1848• Information Age since 1936• Genocides and ethnic cleansings since the 1930s• Nuclear Age since 1945• Cold War, 1945–1991

<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984
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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.

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

*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: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 800 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words
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: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words

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 <ul style="list-style-type: none">Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity <ul style="list-style-type: none">Implementation of activity: up to 5 minutes Planning and evaluation <ul style="list-style-type: none">Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. 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. They 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.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Structure

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

Assessment

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.

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			

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life 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: <ul style="list-style-type: none"> Data Test 	Formative assessment 3: <ul style="list-style-type: none"> Research Investigation
Formative assessment 2: <ul style="list-style-type: none"> Student Experiment 	Formative assessment 4: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

*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.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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: <ul style="list-style-type: none">• Data Test	Formative assessment 3: <ul style="list-style-type: none">• Student Experiment
Formative assessment 2: <ul style="list-style-type: none">• Research Question	Formative assessment 4: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Physics

General senior subject

General

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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: <ul style="list-style-type: none"> • Data Test 	Formative assessment 3: <ul style="list-style-type: none"> • Student Experiment
Formative assessment 2: <ul style="list-style-type: none"> • Research Investigation 	Formative assessment 4: <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • 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

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in 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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie (My world) <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde (Exploring our world) <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société (Our society) <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir (My future) <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

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	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%		
Summative external assessment (EA): 25% • Examination — combination response			

Japanese (offered through BSDE)

General senior subject

General

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし (My world) <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり (Exploring our world) <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 (Our society) <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 (My future) <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

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	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%		
Summative external assessment (EA): 25% • Examination — combination response			

Music

General senior subject

General

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? 	<p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? 	<p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? 	<p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> 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
<p>Formative assessment 1:</p> <ul style="list-style-type: none"> Performance – Designs of Film Music 	<p>Formative assessment 3:</p> <ul style="list-style-type: none"> Examination – extended response
<p>Formative assessment 2:</p> <ul style="list-style-type: none"> Composition – Music for Film 	<p>Formative assessment 4:</p> <ul style="list-style-type: none">

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):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> Performance 			
Summative internal assessment 2 (IA2):	20%	<ul style="list-style-type: none"> Integrated project 	
<ul style="list-style-type: none"> Composition 			
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> Examination 			

*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 provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

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
<p>Formative assessment 1:</p> <ul style="list-style-type: none"> • Multi-modal Project 	<p>Formative assessment 3:</p> <ul style="list-style-type: none"> • Extended written response – test conditions
<p>Formative assessment 2:</p> <ul style="list-style-type: none"> • Experimental practical folio 	<p>Formative assessment 4:</p> <ul style="list-style-type: none"> •

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):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Investigation — inquiry phase 1 		<ul style="list-style-type: none"> • Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Project — inquiry phase 2 			
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> • Examination 			

*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.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' 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

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

Objectives

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

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

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 is the focus of the unit.	Design product Design product must represent: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s Planning and evaluation of design product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	Media artwork One of the following: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s

Music in Practice

Applied senior subject

Applied

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

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

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 use music technology and production techniques to make a composition relevant to the unit focus.	Composition <ul style="list-style-type: none">• Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance <ul style="list-style-type: none">• Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition <ul style="list-style-type: none">• Composition: up to 3 minutes, or equivalent section of a larger work OR Performance <ul style="list-style-type: none">• Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance <p>One of the following:</p> <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 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.

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

Pathways

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

Objectives

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

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

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 artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p>Prototype artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>OR</p> <p>Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p>Planning and evaluations One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p>Resolved artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

6. Vocational Education and Training

Certificate courses delivered at school

Certificate II

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

Certificate III

- Certificate III in Horse Care
- Certificate III in Business
- Certificate III in Fitness
- Certificate III in Rural Operations

School based traineeships and apprenticeships

TAFE at School

Certificate Courses delivered at school

Certificate II in Engineering Pathways

MEM20413



VET

NOTE: A Subject Fee is applicable to complete this certificate course. Students will be accessing VETiS (VET in Schools) funding.

NOTE: This is a two-year course. Students in Year 11 will also study Engineering Pathways in Year 12.

The Certificate II in Engineering Pathways is delivered by an external RTO, Downs Group Training, in addition to set curriculum courses. Students will be required to make a commitment to completing this certificate. There will be a requirement for some theory to be completed in the student's own time.

Students will participate in a program that will develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcomes 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 some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the machining and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects.

Course Competencies

MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
Group B Electives	
MEM16006A	Organize and communicate information
MEM18001C	Use hand tools
MEM18002C	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electrical welding machines
MEMPE004A	Use fabrication equipment
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team

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

Assessment Tasks: Students will be assessed through methods such as observation, open book exams, teacher questioning and practical projects manufactured as stated in the Training and Assessment Strategy (TAS).

Recommended Minimum Requirements: Students should have satisfactory literacy and numeracy skills as communication and calculation are important aspects of this course. It is highly recommended that students enrolling in this course have studied Industrial Technology and Design in Years 9 and 10.

Extra Requirements: Students are required, as part of the Workplace, Health and Safety component of this subject, to wear enclosed boots and safety glasses at all times in the workshop. Students are required to wear long sleeved shirt, drill cotton pants or jeans. Leather apron, full faced welding helmet, ear muffs and gloves are supplied by the school.

Students should note that this subject is not 100% practical. It includes different theoretical aspects of drafting and Workplace, Health and Safety.

Possible Future Pathways: This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry level employment apprenticeships, traineeships or general employment in an engineering-related workplace

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.

Certificate II in Horse Care

Code 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



VET

NOTE: A Subject Fee is applicable to complete this certificate course.

This course is a nationally registered and recognised course within the Australian Qualifications Framework. It allows students to develop key enterprise skills – including leadership and innovation, customer service, personal management, teamwork and financial literacy – through project-based learning. This Certificate III is delivered by an external RTO – Binnacle Training (RTO 31319). Students interested in this course should be interested in office based employment, management, administrative, or being a business owner.

Course Competencies

BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace
FNSFLT311	Develop and apply knowledge of personal fitness
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers

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

Assessment Tasks: This program will be delivered through class based tasks that will simulate an office environment. A range of teaching/learning strategies will be used to deliver these competencies. These include:

- Knowledge and knowledge extension short answer
- Mini business projects – individual and group
- 2 x major Projects (including 'design and plan for a new product/service')
- Financial Literacy Short course – Be MoneySmart through a career in a small business
- Case studies

Work Experience: Students will be required to complete 80 hours of structured workplace learning in an industry with a business focus.

Language, Literacy and Numeracy (LLN) Requirements: A screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content.

Other 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 business, as the units are useful as an introduction to many industries.

This course should not be considered an easy option.

Possible Future Pathways: There are numerous opportunities to use the skills developed in this certificate in a variety of administrative and management position, performing a range of tasks using practical skills and operational knowledge in a defined context.

Please see the Binnacle Training website for their [Program Disclosure Statement](#).

Certificate III in Fitness

SIS30321



VET

NOTE: A Subject Fee is applicable to complete this certificate course.

This course covers the skills and knowledge required to enter the Fitness industry as an Exercise/Gym Instructor. This Certificate III is delivered by an external RTO – Binnacle Training (RTO 31319). The learning will take place in a range of settings, including the classroom, outdoors and a fitness facility (e.g. school gym). Training also includes practical experience as an Exercise/Gym Instructor and Activity Assistant at the school.

Course Competencies

BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
SISXEMR001	Respond to emergency situations
BSBSUS211	Participate in sustainable work practices
SISXIND001	Work effectively in Sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge

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

Assessment Tasks: All assessment tasks and resources are online (practical components are completed in a Sport, Fitness and Recreation environment e.g. the school gym) and each term has a specific number of assessment tasks.

Assessment activities include the completion of practical and knowledge tasks throughout the program. Many of the practical tasks that are performed while participating in practical lessons or training to be an Exercise/Gym Instructor will be observed and often requires the completion of a fitness industry document (e.g. exercise program, risk assessment etc.). Knowledge tasks generally take the form of short answer quizzes and project tasks that are completed online.

Language, Literacy and Numeracy (LLN) Requirements: A screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content.

Other Recommended Minimum Requirements: Students should also have a satisfactory fitness level as partaking in practical activities is a non-negotiable.

Extra Requirements: Students are required, as part of the Workplace Health and Safety component of this subject, to wear enclosed shoes and bring their own towel during all practical lessons.

Possible future pathways: This course provides the skills for a solid foundation for entry into the fitness industry. This course is also a pathway for future study at a higher level to gain employment as an Exercise Physiologist, Sport Scientist, Physical Education Teacher, and Diploma in fitness or a Personal Trainer.

Please see the Binnacle Training website for their [Program Disclosure Statement](#).

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.

There is a possibility students will be offered a further 6 units covering Cert II, III and IV that entitles them to a Chemical Accreditation Certificate and possibly a Commercial Operators License. This will incur a further cost to the student.

An essential component of the Certificate III in Rural Operations course is involvement with community groups such as Land care, Pacific Seeds, Toowoomba Regional Council and local businesses. To successfully complete the course, students must achieve competency in all units.

Course Competencies:

AHCWHS302	Contribute to WHS processes
AHCWRK320	Apply environmentally sustainable work practices
AHC BIO303	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.

Extra Requirements: Students may be required, on occasions, to work at locations within Clifton. Notice will be given when this is to occur. Students may also be required to prepare presentations for Land care which would involve a small time commitment outside school hours once or twice a year.

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 2024 Course guide by seeing the Industry Liaison Officer or the Guidance 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

Brisbane School of Distance Education (BSDE)

The Brisbane School of Distance Education (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 BSDE 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 BSDE 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 BSDE 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.

Head Start Program – UniSQ

The UniSQ Head Start program is available to high performing students who have been recommended by their teachers 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 full fee, discounted by a scholarship which will bring the fee down to the equivalent of the HECS fee. 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. Students will be subject to the provisions of the University’s statutes and regulations during their enrolment.

A pro-forma academic transcript can be downloaded from UConnect at the completion of the course. Students can obtain an ‘official’ academic transcript upon request and the payment of the associated fee. 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.

- ACC1101 Accounting for Decision-Making
- AVN1101 Introduction to Aviation
- ECF1100 Foundations of Early Childhood
- EDX2260 Teaching Science in Early Primary
- ENG1100 Introduction to Engineering Design
- PSY1010 Foundation Psychology A
- CSC1401 Foundation Programming
- BIO1204 Introduction to Biomedical Sciences

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 is available from the Guidance Officer.

