STUARTHOLME SCHOOL

2023 Curriculum Handbook Years 11 & 12

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Stuartholme School

June 2022

OUR MISSION

Stuartholme School is a Catholic independent girls' day and boarding school located in Toowong, Brisbane, conducted by the Religious of the Sacred Heart and inspired by the charism of Saint Madeleine Sophie Barat. Stuartholme School has a global outreach through its membership of the Sacred Heart national and international network of schools. This network of schools operates under the ethos and philosophy of the Five Goals of Sacred Heart Education. The five goals seek to embody Saint Madeleine Sophie Barat's vision in a contemporary context. They are:

- To educate to a personal and active faith in God.

- To educate to a deep respect for intellectual values.

- To educate to the building of community as a Christian value.

- To educate to a social awareness that impels to action.

- To educate to personal growth in an atmosphere of wise freedom.

The Stuartholme curriculum is grounded in an understanding of the principles of effective teaching underpinned by Kendall and Bloom's Taxonomy. Students are provided the opportunity to achieve through an accessible curriculum delivered in an environment that supports diverse and authentic learning and assessment. Stuartholme has an expectation of hard work and a positive contribution to learning from all members of the school community. Our goal is for all students to strive for academic excellence and to achieve their personal best in all they do.

Table of Contents

From the Principal

Dear Parents, Caregivers and Students

"Our education is not meant to turn the children out small and finished, but seriously begun on a wide-basis. Therefore, they must leave us with some self-knowledge, some energy, some purpose…"

Sr Janet Erskine Stuart

Stuartholme has a long and established tradition of outstanding academic success. The School prides itself on providing a successful platform for our young women to succeed well beyond the gates of Stuartholme and into their future pursuits.

This Curriculum Handbook has been designed to support you as you embark on the exciting journey into the senior years of schooling. It is important you carefully consider the diverse range of curriculum offerings available to you that will best maximise your future pathways. I encourage you to take the time to explore the Handbook and engage with the resources to support your decision making.

We are blessed with a highly experienced staff who look forward to working with you during the SET Planning process. Through this extensive process of support, Stuartholme ensures you are well prepared to understand the requirements of the Queensland Certificate of Education (QCE) system and pathways for future success. Our Academic Services and Careers Teams are on hand to assist you and your daughter in making appropriate selections to lay the foundation to optimise success and continue the trajectory of *growing to great*.

I hope your daughter enjoys her senior studies at Stuartholme as she harnesses the opportunity to grow in knowledge, energy, and purpose, enabling her to make a difference in the world well beyond the gates of Stuartholme.

Yours in Cor Unum,

Danny Crump
Acting Principal

Introduction

Making decisions on which subjects to study in Years 11 and 12 is rarely easy and a wide range of factors need to be considered in order to keep as many options open as possible. It is important for students to consider:

- subjects they enjoy and can do well in. They should consider their strengths, aptitudes, interests, and capacity to grow and achieve.

- tertiary prerequisites. It is important to carefully consult the QTAC prerequisite book and university websites/communications. Do not make any assumptions that entrance requirements in previous years will still apply for tertiary entrance in 2023. Each university has its own list of prerequisite subjects and these may differ between institutions for similar courses.

- recommended courses of study. Whilst some subjects are not listed as prerequisites, progress at university will be significantly less demanding if they have been studied in Years 11 and 12.

- advice from parents, careers counsellors, Leaders of Learning, and teachers.

- course content and assessment load.

- possible career pathways.

Selecting a course of study for Years 11 and 12 at Stuartholme:
Students can choose six (6) or seven (7) subjects, if RML is selected, and two (2) reserve subjects from those contained in the following guide.

Every attempt will be made to ensure that students are able to study their first choice of subjects; however, timetable and personnel constraints may mean that some students may be asked to reconsider their selections and revisit their reserve selections.

Please note, once the timetable has been created, the school limits the size of classes. Therefore, changes of subject after this time may not be possible if the class is full or on a different line in the timetable.

There are three categories of learning as part of the QCE — Core, Preparatory and Complementary — and some subjects and courses are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 general subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on the course	1 per course	Short courses do not contribute
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	Core Preparatory or Complementary depending on the course	Up to 8 per course	Only 1 may contribute at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on the course	As recognised by the QCAA	Check with QTAC, depends on course

https://myqce.qcaa.qld.edu.au/guide-to-planning-qce-pathway.html

Stuartholme School Subject Offerings – Year 11 2023

- To be ATAR eligible, students must study at least 4 General subjects.
- An English subject is compulsory. You may choose to study General English AND Literature.
- Studying a Religious Education subject is also compulsory. You may choose only one Religious Education subject.
- Mathematics is NOT compulsory. If you elect not to study Mathematics, in order to meet your QCE numeracy prerequisite, you must complete a 55-hour Short Course in Numeracy prior to exiting Year 10, 2021. This will be completed during your timetabled Mathematics lessons.

While the School makes every effort to place students in their preferred subjects, this may not always be possible due to over- or under-sized classes, or clashes in lines. To facilitate this process, you will select two reserve options as part of SET planning. In the event of your reserves needing to be accessed, you will be contacted by Academic Services to assist in making a final selection.

SUBJECTS			
ENGLISH (choose at least one)	Applied subject	Essential English	
	General subject	General English **AND/OR**	
	General subject	Literature	
RELIGIOUS EDUCATION (choose one)	Applied Subject	Religion and Ethics **OR**	
	General subject	Study of Religion **OR**	
	Alternative offering	Religion, Meaning and Life*	
MAKE YOUR ADDITIONAL CHOICES FROM ANY OF THESE	Additional General Subjects	Accounting General Mathematics Ancient History Geography Biology Health Business Mathematics Methods Chemistry Modern History Chinese Music Design Physical Education Digital Solutions Physics Drama Psychology Economics Specialist Mathematics Engineering Visual Art French	If you have selected *RML*, you may choose a combination of 5 of these. To be ATAR eligible, you must choose a minimum of 4 General subjects.
	Additional Applied Subjects	Drama in Practice Music in Practice Essential Mathematics Visual Arts in Practice Fashion	
	VET Courses (fees applicable) **You may choose only 1 Diploma course**.	∗ Short Course in Numeracy (Year 10) ∗ Certificate II in Skills for Work and Vocational Pathways ∗ Certificate III in Early Childhood Education and Care ∗ Diploma of Business ∗ Diploma of Sport Management	
	External VET Courses and Traineeships	Please discuss with our VET Co-ordinator	
	TOTAL GENERAL SUBJECTS CHOSEN:		
	TOTAL APPLIED/VET SUBJECTS CHOSEN:		
	ATAR ELIGIBLE (Y/N):		

∗ *As an Alternate Offering, RML will not contribute to your QCE or ATAR, however you are able to select 6 other contributing subjects in addition to RML.*

Senior Education Profile (SET Planning)

Students and their parent/guardian will be asked to attend a SET Planning interview to:
- assist with subject choices
- ensure their learning meets the requirements to be awarded a QCE
- discuss the requirements for tertiary studies/post schooling options.

Parents and students will be advised of the process for SET Planning interviews and online subject selections by the end of Term 2.

Senior Education Profile

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

- statement of results;

- Queensland Certificate of Education (QCE);

- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see:

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students.

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: https://www.education.gov.au/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

* literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

* numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

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

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

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or

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

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

English requirement

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

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

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

Vocational education and training (VET)

Students can access VET programs in Years 11 and 12:

- through a registered training organisation (RTO) off campus

- through a third-party arrangement with an external provider who is an RTO at Stuartholme

- through opportunities to undertake school-based apprenticeships or traineeships.

How will VET be included in the ATAR system?

In the ATAR system, completed Vocational Education and Training (VET) courses will be used for tertiary entrance in two ways:

1. **VET incorporation into ATAR:**
   Relevant VET qualification level for the ATAR are Certificate III, Certificate IV, Diploma and Advanced Diploma.

   Each VET qualification level will have a single scaled score that can be included in the student ATAR.

   Certificate III in Business and Certificate III in Early Childhood Education and Care will have the same scaled score regardless of duration or content.

   A scaled score for a VET Diploma will be higher than a Certificate IV, which in turn will be higher than a Certificate III.

2. **VET as the basis of admission (for Queensland universities only):**
   Most Queensland universities will consider application on the basis of a VET qualification only.

   Each university will have specific policies on how and when they will accept a VET qualification as a stand-alone for admission. These policies will differ depending on the level of the qualification and whether the student is ATAR or non ATAR eligible.

   At this stage the following universities have confirmed how they will assess VET qualifications.

Assessment of VET qualifications for university entry in 2023 in Queensland:

University	Rank assigned to diploma	When can the diploma be used for entry, <u>with</u> an ATAR?	Can the diploma be used for entry straight after school, without an ATAR?	Does a diploma completed at Stuartholme satisfy the General English prerequisite?
Griffith University	87	Straight after school	Yes	Yes
• Australian Catholic University (**ACU**) • University of Sunshine Coast (**USC**) • University of Southern Queensland (**USQ**) • University of Canberra (Brisbane campus) (**UC**) • James Cook University (**JCU**)	82	Straight after school	Yes	Yes
The University of Queensland (**UQ**)	82	After one year	No. After one year	**No** (because it is only 6 months FTE) Options here: English subject prerequisite - QTAC
Queensland University of Technology (**QUT**)	87	Straight after school	Yes	Most QUT courses do not have an English prerequisite. QUT Education courses do and the diploma does not satisfy the prerequisite. Options here: English subject prerequisite - QTAC

Note 1: Present QTAC schedules for Certificate courses:

	UQ	*QUT*	*Griffith University*
Certificate IV	74	74	74
Certificate III	-	-	68

NB: Even with the completion of these qualifications, universities may not offer a place if the Rank does not meet minimum entry cutoffs for the course.

Please note that this information is true at present. University policies are subject to changes.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

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, teachers will discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

- common to all schools

- administered under the same conditions at the same time and on the same day

- developed and marked by the QCAA according to a commonly applied marking scheme

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA.

- common to all schools.

- delivered to schools by the QCAA.

- administered flexibly in Unit 3.

- administered under supervised conditions.

- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Short Courses

Course overview

Short Courses are one-unit courses of study that contribute to the award of a QCE. Results do not contribute to ATAR calculations.

At Stuartholme, Short Courses are available in:

- Literacy

- Numeracy

Assessment

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

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

QCAA Senior syllabuses offered at Stuartholme

Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

Short Course
- Numeracy

English

General
- English
- Literature

Applied
- Essential English

Humanities

General
- Accounting
- Ancient History
- Business
- Economics
- Geography
- Modern History
- Study of Religion

Applied
- Religion & Ethics

Alternative Offering
- Religion, Meaning & Life

Technologies

General
- Design
- Digital Solutions
- Engineering

Applied
- Fashion

Health and Physical Education

General
- Health
- Physical Education

Science

General
- Biology
- Chemistry
- Physics
- Psychology

Languages

General
- French
- Chinese

The Arts

General
- Drama
- Music
- Visual Art

Applied
- Drama in Practice
- Music in Practice
- Visual Arts in Practice

General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Problem-solving and modelling task	Formative internal assessment (FIA3): • Examination (covering Units 1 and 2)
Formative internal assessment 2 (FIA2): • 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Mathematical Methods

General senior subject

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

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

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

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and

employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • 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** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • 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

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Problem-solving and modelling task	Formative internal assessment (FIA3): • Examination (covering Units 1 and 2)
Formative internal assessment 2 (FIA2): • 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Specialist Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Problem-solving and modelling task	Formative internal assessment (FIA3): • Examination (covering Units 1 and 2)
Formative internal assessment 2 (FIA2): • 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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, calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Numeracy

Short Course

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving actvities.

Pathways

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

Objectives

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

- select and interpret mathematical information

- select from and use a variety of developing mathematical and problem-solving strategies

- use oral and written mathematical language and representation to communicate mathematically

- plan, implement and adjust processes to achieve learning outcomes

- apply learning strategies.

Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

English

General senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA2): • Extended response –	Formative internal assessment (FIA3): • Extended response – written textual intervention
Formative internal assessment (FIA1): • Extended response – written response for a public audience	Formative internal assessment (FIA4): • Extended response under supervised conditions – analytical written response.

Summative assessments

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

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

Literature

General senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA2): • Extended response — imaginative spoken/multimodal response	Formative internal assessment (FIA3): • Extended response — imaginative written response
Formative internal assessment (FIA1): • Extended written response (seen) – analytical written response	Formative internal assessment (FIA4): • Extended written response under supervised conditions (unseen) — analytical written response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA1): • Extended written response (seen) — analytical written response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Extended response — multimodal response	Formative internal assessment (FIA3): • Extended spoken response - multimodal
Formative internal assessment (FIA2): • Written response — short response items	Formative internal assessment (FIA4): • Extended written response

Summative assessments

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

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

Accounting

General senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- describe accounting concepts and principles

- explain accounting concepts, principles and processes

- apply accounting principles and processes

- analyse and interpret financial data and information to draw conclusions

- evaluate accounting practices to make decisions and propose recommendations

- synthesise and solve accounting problems

- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Topic 1 - Accounting for a service business — cash, accounts receivable, accounts payable and no GST • Topic 2 - End-of-month reporting for a service business	**Management effectiveness** • Topic 1 - Accounting for a trading GST business • Topic 2 - End-of-year reporting for a trading GST business	**Monitoring a business** • Topic 1 - Managing resources for a trading GST business • Topic 2 - Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Topic 1 - Cash management • Topic 2 - Complete accounting process for a trading GST business • Topic 3 - Performance analysis of a public company

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination – combination response	Formative internal assessment (FIA3): • Examination — combination response
Formative internal assessment (FIA2): • Examination – combination response	Formative internal assessment (FIA4): • Project – end of year reporting

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Ancient History

General senior subject

Ancient History provides opportunities for students to enrich their understanding and appreciation of the world around them, to develop their skills in critical thinking and research, and to engage with complex ethical and moral issues related to some of the most significant individuals and events that have shaped society today.

Students of Ancient History learn how to read and interpret written and visual evidence with a critical mindset, to compare and evaluate the merits of contrasting perspectives and to communicate their opinions logically and coherently. Students devise and pursue independent historical inquiries that align with their interests and develop skills of interrogating historical evidence to develop a deeper understanding of ancient sites, societies, individuals, and historical periods.

Students are encouraged to think creatively and critically, to challenge assumptions and to demonstrate empathy with others.

Pathways

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

Objectives

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

- comprehend terms, issues and concepts

- devise historical questions and conduct research

- analyse historical sources and evidence

- synthesise information from historical sources and evidence

- evaluate historical interpretations

- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies	**Personalities in their time** • Student choice of topic • Boudica	**Reconstructing the ancient world** • Fifth Century Athens (BCE) • Pompeii and Herculaneum	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination. In 2020, the QCAA have nominated "Augustus" as the examination topic.

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Investigation — independent source investigation	Formative internal assessment (FIA2): • Investigation – historical essay based on research
	Formative internal assessment (FIA3): • Examination — essay in response to historical sources

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Business

General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

- describe business environments and situations

- explain business concepts, strategies and processes

- select and analyse business data and information

- interpret business relationships, patterns and trends to draw conclusions

- evaluate business practices and strategies to make decisions and propose recommendations

- create responses that communicate meaning to suit purpose and audience.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination — combination response	Formative internal assessment (FIA2): • Extended response — feasibility report
	Formative internal assessment (FIA3): • Investigation — business report

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Economics

General senior subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

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

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

Objectives

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

- comprehend economic concepts, principles and models

- select data and economic information from sources

- analyse economic issues

- evaluate economic outcomes

- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic management

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination — combination response	Formative internal assessment (FIA2): • Investigation – research report
	Formative internal assessment (FIA3): • Examination – extended response stimulus

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Geography

General senior subject

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data and use of spatial technologies. Fieldwork is central to the study of Geography.

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Investigation — data report	Formative internal assessment (FIA2): • Investigation — field report
	Formative internal assessment (FIA3): • Examination — combination response

Summative assessments

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

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

Modern History

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • African-American Civil Rights movement 1954 - 1968	**National experiences in the modern world** • Germany,1914–1945 • China, 1931–1976	**International experiences in the modern world** • Cold War, 1945–1991 QCAA will nominate one topic that will be the basis for external assessment. In 2020, the QCAA have nominated 'Australian engagement with Asia since 1945: Australia and the Vietnam War".

Assessment

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

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Short response to historical sources	Formative internal assessment (FIA2): • Investigation — historical essay based on independent source investigation
	Formative internal assessment (FIA3): • Examination — essay in response to historical sources

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Study of Religion

General senior subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- describe the characteristics of religion and religious traditions

- demonstrate an understanding of religious traditions

- differentiate between religious traditions

- analyse perspectives about religious expressions within traditions

- consider and organise information about religion

- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture

- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Ethical relationships	**Religion, rights and the nation-state** • Religion and the nation–state • Religion and human rights

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination — short response (Topic 1)	Formative internal assessment (FIA3): • Examination — extended response (Topic 2)
Formative internal assessment (FIA2): • Investigation — inquiry response (Topic 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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

Religion & Ethics

Applied senior subject

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics

- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society

- explain viewpoints and practices related to religion, beliefs and ethics

- organise information and material related to religion, beliefs and ethics

- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics

- apply concepts and ideas to make decisions about inquiries

- use language conventions and features to communicate ideas and information, according to purposes

- plan and undertake inquiries about religion, beliefs and ethics

- communicate the outcomes of inquiries to suit audiences

- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics
• Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective	• Religion and contemporary culture • Spirituality • Indigenous Australian Spiritualities • Sacred Stories • Ethics and Morality • Peace and Conflict • Social Justice

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment (FIA1): • Extended response	Formative internal assessment (FIA3): • Extended Written Response
Formative internal assessment (FIA2): • Investigation	Formative internal assessment (FIA4): • Examination

Summative assessments

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four internally assessed instruments from at least three different assessment techniques, including:
- one investigation
- one examination
- no more than two assessments from each technique.

Investigation	Extended response	Examination
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes	• 60–90 minutes • 50–250 words per item on the test

Unit 3	Unit 4
Summative internal assessment (IA1): • Examination	Summative internal assessment (IA3): • Extended Response
Summative internal assessment (IA2): • Investigation	Summative internal assessment (IA4): • Investigation

Religion, Meaning & Life

Alternative senior subject

Young people are confronted by the complexities, dilemmas and conflicting interpretations of life's meaning and purpose. They require, more than ever, the skill of critical thinking in order to navigate an uncertain and pluralistic world. As there is no final answer to life's ultimate meaning and purpose in which intellectual certainty is possible, human knowledge is always partial and limited. Consequently, students are invited to explore within *Religion, Meaning and Life (RML)* the inexhaustible mystery of human existence, as glimpsed primarily through the lens of the Catholic Christian Tradition, as well as other religious traditions and help render this mystery meaningful in their lives.

Within this course, students will have an opportunity to access quality theological material in multiple learning modes and engage in a variety of religious experiences and service-learning opportunities. Furthermore, opportunity for a personal response to key religious ideas through dialogue and an evaluation of a range of secular perspectives will be offered.

Students who apply to study this subject will need to be self-motivated and able to negotiate and design an individualised path of study from the choices offered within the course. They must have the ability to manage time effectively and complete course requirements in terms of mandated hours and tasks.

Please note: *Religion, Meaning and Life* is an alternative subject offering, offered as a way of giving students an opportunity to study a combination of six other General and/or Applied subjects. As an alternative offering, *RML* **does not contribute to an ATAR, nor does it contribute any points to the QCE.**

This course meets the Archdiocesan requirements for quality Religious Education in Senior Secondary Years, is rigorous but differs in modes of delivery and content presentation. The course will be delivered as a mix of face-to-face instruction and independent learning, with the time spent in face-to-face mode being significantly less that a General or Applied subject. Student progress and achievement is monitored by way of ongoing formative assessment opportunities in which students demonstrate their learning in a variety of ways.

Pathways

A course of study in *Religion, Meaning and Life* can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- describe the characteristics of religion within religious traditions

- demonstrate a critical understanding of religious traditions within the context of a pluralistic world where meaning and purpose are critiqued, explored and reflected upon
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture

- develop an ability to authentically dialogue with others about the meaning and purpose of human existence
- creatively reflect upon and make informed responses that communicate meaning to suit a purpose
- apply learnings through focussed engagement in the religious life of the school via religious experience and service learning.

Structure

Learnings build on P-10 Religious Education Curriculum from the Archdiocese of Brisbane. Within *RML*, students will complete four units of work. Within each unit there are two topics. While not formally assessed, it requires portfolio entries to be made as a record of learning.

Unit 1	Unit 2
Encountering the Sacred: • Why believe in a Divine Being/Force? • How do we make meaning of the Incarnation today?	**Holy Words, Sacred Stories:** • How can ancient words create meaning in contemporary contexts? • How about edited sacred texts with the best of every religious tradition?

Unit 3	Unit 4
The Implications of Belief: • Religion and the fun bits of life go together like …? • Religion in the public square: Where and how does the conversation confront and challenge?	**Church: Learning from the Past, Living in the Present, Creating the Future:** • How might religious communities contribute to personal religious faith? • Being spiritual and not religious – How can this be?

Mode of Delivery

a) Face to Face: (FTF) - minimum 10 hours per topic
b) Self-Directed Learning (SDL) – minimum 10 hours per topic
c) Religious Experience and Service Learning (RESL) – minimum 5 hours per topic.

Assessment

This course does not have traditional assessment. Instead, *evidence of learning* is identified for each unit and topic and examples are selected from ongoing student work to contribute to a *Learnings for Life Portfolio*. Towards the end of each topic, students are given time in both the Face to Face (FTF) mode and Self-Directed Learning mode (SDL) to add to their *Learnings for Life Portfolio*.

Design

General senior subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

Pathways

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

Objectives

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

- describe design problems and design criteria

- represent ideas, design concepts and design information using drawing and low-fidelity prototyping

- analyse needs, wants and opportunities using data

- devise ideas in response to design problems

- synthesise ideas and design information to propose design concepts

- evaluate ideas and design concepts to make refinements

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination — short response	Formative internal assessment (FIA3): • Project
Formative internal assessment (FIA2): • Project	

Summative assessments

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

Digital Solutions

General senior subject

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

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes

- symbolise and explain information, ideas and interrelationships

- analyse problems and information

- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions

- generate components of the digital solution

- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven solutions • Data and programming techniques • Prototype data solutions	**Digital Innovation** • Interactions between users and digital systems • Real-world problems • Innovative digital solutions	**Digital Impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solutions • Prototype data exchanges

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Investigation — technical proposal	Formative internal assessment 3 (FIA3): • Project - folio
Formative internal assessment 2 (FIA2): • Project - digital solution	Formative internal assessment 4 (FIA4): • 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Project - digital solution	30%	Summative external assessment (EA): • Examination	25%

Engineering

General senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

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

Objectives

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

- recognise and describe engineering problems, concepts and principles

- symbolise and explain ideas and solutions

- analyse problems and information

- determine solution success criteria for engineering problems

- synthesise information and ideas to predict possible solutions

- generate prototype solutions to provide data to assess the accuracy of predictions

- evaluate and refine ideas and solutions to make justified recommendations

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy	**Statics of structures and environmental considerations** • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	**Machines and mechanisms** • Machines in society • Materials • Machine control

Assessment

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

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

Summative assessments

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

Fashion

Applied senior subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

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

Objectives

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

- identify and interpret fashion fundamentals

- explain design briefs

- demonstrate elements and principles of fashion design and technical skills in fashion contexts

- analyse fashion fundamentals

- apply fashion design processes

- apply technical skills and design ideas related to fashion contexts

- use language conventions and features to achieve particular purposes

- generate, modify and manage plans and processes

- synthesise ideas and technical skills to create design solutions

- evaluate design ideas and products

- create communications that convey meaning to audiences.

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics	
- Fashion culture - Fashion technologies - Fashion design	- Adornment – Accessories – Wearable art - Collections	- Sustainable clothing - Textiles - Theatrical design - Merchandising

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Units 1 and 2			
Project (FIA1)	**Investigation (FIA2)**	**Extended response (FIA3)**	**Product (FIA)**
Design folio 1: 400 - 700 words	Design folio 2: 400 – 700 words	Product justification multimodal: 4–7 minutes.	Products 1 - 3

Summative assessments

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four internally assessed instruments from at least three different assessment techniques.

Units 3 and 4			
Project	**Investigation**	**Extended response**	**Product**
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: - written: 500–900 words - spoken: 2½–3½ minutes - multimodal: 3–6 minutes - product: 1–4.	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.	Products 1–4

Health

General senior subject

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Objectives

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

- recognise and describe information about health-related topics and issues

- comprehend and use health approaches and frameworks

- analyse and interpret information about health-related topics and issues

- critique information to distinguish determinants that influence health status

- organise information for particular purposes

- investigate and synthesise information to develop action strategies

- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Road safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Investigation —analytical exposition	Formative internal assessment (FIA2): • Investigation — action research project
	Formative internal assessment (FIA3): • Examination — extended response

Summative assessments

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

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

Physical Education

General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Formative assessments

In Units 1 and 2 students complete three formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination – combination response	Formative internal assessment (FIA2): • Project – folio
	Formative internal assessment (FIA3): • Investigation – report

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

Unit 3		Unit 4	
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative external assessment (EA): • Examination — combination response	25%

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative assessment 2 (FIA2): • Student experiment	20%
Formative internal assessment 3 (FIA3): • Research Investigation	20%		
Formative internal assessment (FIA4): 50% • Examination (covering 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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 (covering Units 3 and 4)			

Chemistry

General senior subject

Chemistry is the study of materials and their properties and structure.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative assessment 2 (FIA2): • Student experiment	20%
Formative internal assessment 3 (FIA3): • Research Investigation	20%		
Formative internal assessment (FIA4): 50% • Examination (covering 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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 (covering Units 3 and 4)			

Physics

General senior subject

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 natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative assessment 3 (FIA3): • Research Investigation	20%
Formative internal assessment 2 (FIA2): • Student experiment	20%		
Formative internal assessment (FIA): 50% • Examination (covering 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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 (covering Units 3 and 4)			

Psychology

General senior subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative assessment 3 (FIA3): • Research Investigation	20%
Formative internal assessment 2 (FIA2): • Student experiment	20%		
Formative internal assessment (FIA): 50% • Examination (covering 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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

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 (covering Units 3 and 4)			

French

General senior subject

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 will:

- 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** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination — short response	Formative internal assessment (FIA3): • Extended response
Formative internal assessment (FIA2): • Examination — combination response	Formative internal assessment (FIA4) • Examination — combination response

Summative assessments

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

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): • Examination — combination response	25%

Chinese

General senior subject

Chinese provides students with the opportunity to reflect on their understanding of the Chinese 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 Chinese-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 Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences

- identify tone, purpose, context and audience to infer meaning, values and attitudes

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives

- apply knowledge of Chinese 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 Chinese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers and friends • Lifestyle and leisure • Education	探索世界 **Exploring our world** • Travel • Technology and media • The contribution of Chinese culture to the world	社会现象 **Our society** • Roles and relationships • Socialising and connecting with my peers • Individuals in society	我的未来 **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Examination – short response	Formative internal assessment (FIA3): • Extended response
Formative internal assessment (FIA2): • Examination — combination response	Formative internal assessment (FIA4) • Examination – combination response

Summative assessments

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

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): • Examination — combination response	25%

Drama

General senior subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Performance (practical)	Formative internal assessment (FIA3) • Project – practice-led project
Formative internal assessment (FIA2): • Project – dramatic concept	Formative internal assessment (FIA4): • Examination – extended response to stimulus

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response (covering Units 3 and 4)			

Drama in Practice

Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

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

Objectives

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

- identify and explain dramatic principles and practices

- interpret and explain dramatic works and dramatic meanings

- demonstrate dramatic principles and practices

- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works

- analyse the use of dramatic principles and practices to communicate meaning for a purpose

- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes

- plan and modify dramatic works using dramatic principles and practices to achieve purposes

- create dramatic works that convey meaning to audiences

- evaluate the application of dramatic principles and practices to drama activities or dramatic works

Structure

The Drama in Practice course is designed around core and elective topics.

Core	Electives	
• Dramatic principles • Dramatic practices	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing	• Playbuilding • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Assessment

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

• at least one project, arising from community connections

• at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) – 2–4 minutes: individual – 1½–3 minutes: group	• acting performance (stage) – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance – 5–7 minutes: individual (excluding actors delivering text)	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Project	Performance	Product	Extended response	Investigation

• performance onstage (screen acting)
  − 2–3 minutes: individual
  − 1½–2 ½ minutes: group
• performance offstage (directing, designing)
  − 4–6 minutes: individual (excluding actors delivering text)
• workshop performance (other): variable conditions
• product: variable conditions.				

Music

General senior subject

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 will:

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

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete 4 formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Performance	Formative internal assessment (FIA3): • Examination – extended response to stimulus
Formative internal assessment (FIA2): • Composition	Formative internal assessment (FIA4) • Integrated project (Musicology + Performance OR Musicology + Composition)

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), calculated by the Queensland Curriculum and Assessment Authority (QCAA).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination (covering Units 3 and 4)			

Music in Practice

Applied senior subject

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

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

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

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:

- identify and explain music principles and practices

- interpret music principles and practices

- demonstrate music principles and practices

- apply technical and expressive skills to performance and production of music works

- analyse the use of music principles and practices in their own and others' music works

- use language conventions and features to communicate ideas and information about music, according to context and purpose

- plan and modify music works using music principles and practices to achieve purposes

- create music works to communicate music ideas to audiences

- evaluate the application of music principles and practices to music works and music activities.

Structure

The Music in Practice course is designed around core and elective topics.

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

• at least two projects, with at least one project arising from community connections

• at least one performance, separate to an assessable component of a project

• at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- implement ideas and representations

- apply literacy skills

- analyse and interpret visual language, expression and meaning in artworks and practices

- evaluate art practices, traditions, cultures and theories

- justify viewpoints

- experiment in response to stimulus

- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes

- realise responses to communicate meaning.

Structure

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

Assessment

Formative assessments

In Units 1 and 2 students complete 4 formative assessments.

Unit 1	Unit 2
Formative internal assessment (FIA1): • Project – experimental folio	Formative internal assessment (FIA3): • Project – inquiry-based folio
Formative internal assessment (FIA2): • Investigation – extended written response or multimodal presentation	Formative internal assessment (FIA4) • Examination – extended response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination (covering Units 3 and 4)			

Visual Arts in Practice

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- recall terminology and explain art-making processes

- interpret information about concepts and ideas for a purpose

- demonstrate art-making processes required for visual artworks

- apply art-making processes, concepts and ideas

- analyse visual art-making processes for particular purposes

- use language conventions and features to achieve particular purposes

- generate plans and ideas and make decisions

- create communications that convey meaning to audiences

- evaluate art-making processes, concepts and ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

• at least two projects, with at least one project arising from community connections

• at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

A project consists of:
• a product component: variable conditions
• at least one different component from the following
  – written: 500–900 words
  – spoken: 2½–3½ minutes
  – multimodal
    ▪ non-presentation: 8 A4 pages max (or equivalent)
    ▪ presentation: 3–6 minutes.
	• variable conditions	Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  – non-presentation: 10 A4 pages max (or equivalent)
		  – presentation: 4–7 minutes.
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  – non-presentation: 10 A4 pages max (or equivalent)
			  – presentation: 4–7 minutes.

Vocational Education and Training (VET) Courses

BSB50120 DIPLOMA OF BUSINESS

Delivered through a partnership between Stuartholme School and Barrington College	CRICOS	03552K
	Barrington College	**RTO Number** 45030
	Website	www.barringtoncollege.edu.au
	Phone Number	(07) 55625700

COURSE DETAILS

The Diploma of Business provides students with a broad understanding of contemporary business practices. Barrington College is CRICOS registered therefore international students are also eligible to complete this Diploma.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	Enrolment in November 2022		
Delivery Mode	**Classroom or workplace** Classroom	**Course Duration** 18 months	**Dates** **January 20223 – June 2024**
Fees and Refund Policy	As Per Student Handbook	**Fee for Service** **Domestic Students** Tuition Fee $2,100 plus enrolment fee of $250 (non-refundable) - $2,350. A monthly instalment payment plan is an option and is available for an additional charge of $100).	**Fee for Service** **International Students** Tuition Fee $2,300 plus Enrolment Fee $300 (non-refundable) Total $2,600 A monthly instalment payment plan is an option and is available for an additional charge of $100)..
Resources	Learning and assessment resources supplied	**Industry placement**	Nil
Outcome	BSB50120 Diploma of Business	**QCE Points**	8
Pathway	Bachelor of Business Bachelor of Commerce		
Job Role	Administration Manager Program Consultant		
Delivery	Delivery at Stuartholme School by Barrington College. You will have access to a variety of theory and practical learning opportunities which equips you with the necessary skills to secure employment and further your career choices.		
Recognition of Prior Learning	A process that maps your current knowledge and skills to a unit of competency; without study.		
Credit Transfer	Statement of Attainment for a unit that you hold that can be also used in another course.		

BSB50120 DIPLOMA OF BUSINESS COURSE STRUCTURE – 12 UNITS

Unit Code	Unit
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
BSBHRM525	Manage recruitment and onboarding
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBPEF502	Develop and use emotional intelligence
BSBCMM401	Make a presentation
BSBMKG541	Identify and evaluate marketing opportunities

IS50319 Diploma of Sport
SIS20115 Certificate II Sport and Recreation

Delivered through a partnership between Stuartholme School and Fit Education Pty Ltd. Results will be issued by Fit Education.	**CRICOS**	**03804F**	
	Fit Education Pty Ltd	**RTO Number** 32155	
	Website	www.fiteducation.edu.au	
	Phone	1300 348 338	

Course Details

The training program provides learners with employment and career progression in the fitness, sport and recreation industries. Occupational outcomes for this qualification can vary from managing competitions, sports venues and facilities, identifying and developing athletes, and coaching. This program specialises in coaching and sport development, preparing participants for employment in the sports and fitness industry as a:

- Sport Development Manager
- Sports Coach
- Program Developer
- Talent Manager.

This qualification facilitates the development of the following knowledge and skills:

- Issues affecting sports people (Nutrition, Drugs in Sport, Legal considerations)
- Sport coaching (Preparing, Coaching, Evaluating Programs, Psychology)
- Sports development (Communication, Budgets, Risk)
- Sports leadership (Leading, Managing, Workplace Health & Safety, First Aid).

- **The program also embeds the Certificate II in Sport and Recreation.**

Student Selection	Complete a language, literacy and numeracy (LLN) assessment OR have a Certificate IV.			
Student Intake	Enrolment in November 2022			
Delivery Mode	Class and workplace	Course Duration	**January 2023 – October 2024**	
Fees and Refund Policy	See FitEducation student handbook	Fee for Service	$1495 with the Cert II embedded and funded by VETiS funding.	Fees are not payable until the end of Term 1 and students can discontinue course at no charge before this date. Fit Education does not refund fees paid by students after this date. VETiS has eligibility criteria.
Resources	Learning and assessment resources supplied	**Industry placement**	Nil	
Outcome	This program prepares participants for employment in the sports and fitness industry as a Program Developer, Sport Development Manager, Coach. Graduates of this program will be able to: • Select and use relevant technologies to assess athletic performance. • Plan and implement high performance training programs for athletes.	**QCE Points**	8	

	• Manage injury, illness and recovery for high performance athletes. • Support and develop athletes and teams. • Apply the critical elements of project management in order to scope, develop, implement, monitor and review projects. • Interpret market trends and evaluate marketing opportunities in sport development. • Interact and liaise with relevant stakeholders to plan and coordinate an international tour for athletes. • Lead by example and manage performance through effective leadership. • Develop budgets for sports activities, events and programs. Sport specific accreditation as a coach and National Coaching Accreditation Scheme (NCAS) registration in a chosen sport are also options for students choosing to include coaching electives in this course and continuing further studies in coaching.
Pathway	Diploma qualifications can also lead into university pathways e.g. Bachelor of Sports Management, Human Movement Studies and Bachelor of Education.
Job Role	Program Developer, Sport Development Manager, Coach
Delivery	Fit Education will deliver the course at School. You will have access to a variety of theory and practical learning opportunities which equips you with the necessary skills to secure employment and further your career choices.
Recognition of Prior Learning	A process that maps your current knowledge and skills to a unit of competency; without study.
Credit Transfer	Statement of Attainment for a unit that you hold that can also be used in another course.

Units: Diploma of Sport

Unit Code	Unit Title	Nominal Hrs
CORE:		
BSBRSK501	Manage risk	60
HLTWHS003	Maintain work health and safety	40
SITXHRM003	Lead and manage people	35
ELECTIVES:		
HLTAID003	Provide first aid	18
SISSSCO003	Meet participant coaching needs	30
SISSSCO004	Plan, conduct and review coaching programs	150
SISSSCO007	Apply sport psychology principles	25
SISSSCO008	Apply anti-doping policies	30
SISSSCO011	Manage integrity in sport	25
BSBADM502	Manage meetings	30

Unit Code	Unit Title	Nominal Hrs
SISXFIN001	Develop and review budgets for activities or projects	20
SISXIND008	Manage legal compliance in sport and recreation	50
SISXMGT001	Develop and maintain stakeholder relationships	20
SISSSCO016	Coach participants in sport competition	150

Certificate II in Sport and Recreation

Unit Code	Unit Title	Nominal Hrs
CORE:		
BSBWOR202	Organise and complete daily work activities	20
HLTAID003	Provide first aid	18
HLTWHS001	Participate in workplace health and safety	20
SISXCAI002	Assist with activity sessions	15
SISXCCS001	Provide quality service	25
SISXEMR001	Respond to emergency situations	18
SISXIND001	Work effectively in sport, fitness and recreation environments	25
SISXIND002	Maintain sport, fitness and recreation industry knowledge	30
ELECTIVES:		
SISSSCO001	Conduct sport coaching sessions with foundation level participants	30
SISXCAI001	Provide equipment for activities	10
AHCMER301	Process, customer complaints	20
SISXFAC001	Maintain equipment for activities	5
SISXFAC002	Maintain sport, fitness and recreation facilities	14

CHC30121 CERTIFICATE III EARLY CHILDHOOD EDUCATION AND CARE

Pending Training Package Endorsement & being added to CTA's Scope of Registration

Delivered through a partnership between Stuartholme School and Cairns Training Academy. Results will be issued by Cairns Training Academy.	Cairns Training Academy	RTO Number 30857
	Website	www.cta.qld.edu.au
	Phone	07 40545511

Course Details

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgement to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au. All persons (Employees and Volunteers) will require a Blue Card: https://bluecard.qld.gov.au/

To achieve this qualification, the individual must have completed **a total of least 160 hours of work in a regulated children's education and care service in Australia** as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	November, 2022		
Course Duration	January 2023 – September 2024		
Fees and Refund Policy	**See at the end of this document**	**Fee for Service**	$700 + First Aid Certificate to be completed independently and supplied to CTA
Resources	Online delivery - Learning and assessment resources are available online 24/7.	**Industry placement**	Students enrolling in this program will be required to demonstrate their skills during a **minimum, mandatory 160 hours of placement in a regulated early childhood education and care service in Australia.**
Outcome	CHC30121 Certificate III in Early Childhood Education and Care	**QCE Points**	8
Pathway	• Diploma eligible as CHC30121 is a pre-requisite for CHC50121 Diploma of early childhood education and care		
Job Role	Early Childhood Educator		
Delivery	Teachers (School-based trainer/assessors) will deliver the training and assess competence under the guidance of the RTO; Cairns Training Academy. Students will access learning resources on-line or via hard copy to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in an Early Childhood setting. Teachers will determine competence against each unit by following CTA guidelines which includes through gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.		
Credit Transfer	If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit of competency you are seeking credit for.		

Units (15 Core units plus 2 Elective units)

Unit Code	Unit Title	
CHCECE030	Support, Inclusion and Diversity	Core
CHCECE031	Support Children's health, safety and well being	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander people culture	Core
CHCECE055	Meet legal and ethical obligations in children's education and Care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID004	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in work health and safety	Core
HLTFSE001	Follow basic food safety practices	Elective
CHCPRP003	Reflect on and improve own professional practice	Elective

Certificate III Early Childhood Education and Care Fees

Students must pay their fees as requested by their school usually on a term-by-term basis to ensure enrolment remains open and current. This includes:
- Students pay as they go across a maximum of seven terms.
- Students MUST enrol in the course they are accessing and remain financial throughout their enrolment.
- All fees must be paid before students gain their qualification and/or other results.
- All fees must be paid before student data is submitted into the AVETMISS database.

Funded Training - CTA abides by State and Commonwealth Government contractual requirements relating to any student fee contribution and or full or partial exemption of fees for funded courses and any other conditions relating to funding including any fees paid in advance if this should occur in relevance to VETiS.

Refund Policy - CTA strives at all times to be fair and equitable to students. Our policy does not provide for refunds once a school notifies CTA of your enrolment intentions. This is due to the course already being heavily discounted through the partnership arrangement with your school. However, you can cancel your enrolment at any time however your term fees that have already been paid will not be refunded. Be assured though you do not have to pay any further fees to CTA upon CTA being in receipt of your student cancellation form.

Circumstances where a refund is automatic.
- CTA enrols students and accepts their fees, then cancels the course.

Additional Fee Charges:
- School students who are still enrolled after graduating from school will revert to normal course fee status.
- Reissuing of results and qualifications will incur a $55.00 fee.

Other VET not offered through Stuartholme providers (not available to international students)

There is a wide range of VET courses offered to students in Years 11 and 12 that operate at an offsite facility. These courses are run by TAFE or Private Colleges for a full day. Students interested should make an appointment with the Stuartholme VET Co-ordinator for further information. A full listing of TAFE/VET courses available for High School students can be accessed by visiting:
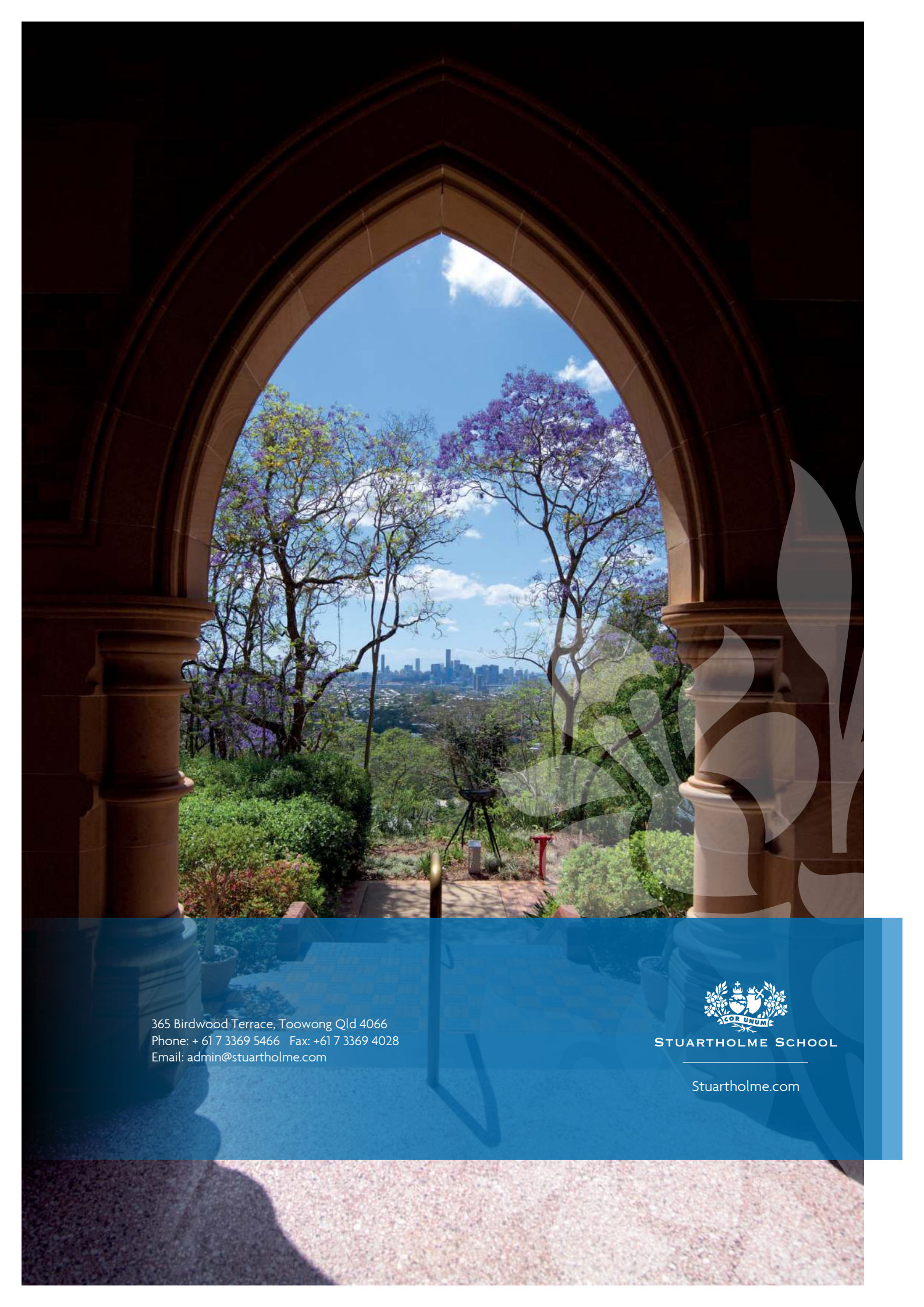
https://issuu.com/tafebrisbane/docs/tas_guide_2023_issue-lr

TAFE@School Price list 2023:
- https://issuu.com/tafebrisbane/docs/1382_tq_tas_pricelist_tri_fold_2up_2023_lr

Some students decide to do a School-based traineeship as part of their programs in Years 11 and 12. In a School-based traineeship, a student works one day a week as an employee in a company, is paid and studies a Certificate III relevant to her work. Students interested should make an appointment with our VET Co-ordinator for further information.

Please note, students choosing any of the above options will miss one day of lessons and students are required to catch up the missed lessons each week. Study periods will be provided.

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STUARTHOLME SCHOOL

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