Corinda State High School

Senior Subject Selection Handbook

2023/2024

Great state. Great opportunity.

Queensland Government

MISSION AND VALUES

Our Purpose

Corinda State High School develops young people who can participate in a dynamic society, take responsibility for themselves, engage in life-long learning and contribute to the stewardship of the Earth.

Our Vision

Exceed Your Expectations

Our Values

- Innovative and Exciting Learning Environment
- Skilled and Committed Practitioners
- Collaborative Authentic Partnerships
- Enterprise and Stewardship
- Attaining Personal Excellence.

We Believe

- Learning is a student's fundamental right
- Learners need to experience enjoyment and success
- Learners need to be challenged
- Learning takes place in a supportive and safe environment
- Teachers are professionals and ongoing learners
- Students learn best using their diverse gifts and talents
- Students learn for the future.

Executive Principal's Welcome

This handbook is a guide for parents and students on Corinda State High School's available Senior subjects.

At Corinda State High School, we take great pride in offering our students a range of pathways that not only provide the necessary skills for the workforce but also hands-on experience. This ensures the students seamless transition from the school environment to successful industry careers. Students are surrounded by opportunity and variety in the senior subjects. Through community partnerships and staff dedication we ensure maximum possibilities for our students.

With the school vision being '*Exceed Your Expectations*' we have a long-standing reputation of high expectations with a focus on academic excellence. Past students have made us very proud with their outstanding academic achievements and graduating results. Through academic coaching and encouragement, we intend to continue this trend with our current and future students.

Helen Jamieson
Executive Principal

Contents

Senior Subject Selection Guide Introduction

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

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

Senior Education Profile

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

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

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

Statement of Results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

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.

QCAA Senior Subjects Guide

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.

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

External Assessment

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

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4. Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a common marking scheme developed by the QCAA.

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

Summative Internal Assessment — Instrument-specific Standards

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

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

Senior External Examinations

Course overview

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

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed. The Senior External Examination is for:

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

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

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

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

Short courses

Course Overview

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

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

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

Mathematics

General

General Mathematics
Mathematical Methods
Specialist Mathematics

Applied

Essential Mathematics

English

General

English
English as an Additional Language
Literature

Applied

Essential English

Humanities

General

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

Applied

Social & Community Studies

Science

General

Biology
Chemistry
Physics

Applied

Science in Practice

Health and Physical Education

General

Health
Physical Education

Applied

Sport & Recreation

Industrial Technologies

General

Design
Engineering

Applied

Building & Construction Skills
Furnishing Skills
Industrial Graphics Skills
Engineering Skills

Digital Technologies and Business

General

Digital Solutions

Applied

Business Studies
Information & Communication Technology

Service Industries and Food Technology

Applied

Hospitality Practices
Agricultural Practices

Languages

General

Chinese
French
German
Japanese
Spanish

The Arts

General

Dance
Drama
Music
Music Extension (Composition)
Music Extension (Musicology)
Music Extension (Performance)
Visual Art

Applied

Dance in Practice
Media Arts in Practice
Music in Practice
Visual Arts in Practice

Mathematics

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

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

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

- **Summative assessments**

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

Mathematical Methods

General senior subject

General

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

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

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

- **Summative assessments**

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• Examination</td></tr>
</table>

Specialist Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

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

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

- **Summative assessments**

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• Examination</td></tr>
</table>

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • 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

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

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

- **Summative assessments**

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

English

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

English as an Additional Language

General senior subject

General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

Study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility. Skills that prepare students for local and global citizenship, and for lifelong learning across a 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
Language, text and culture • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Literature

General senior subject

General

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	**Texts and culture** • Ways literary texts connect with each other — genre,	**Literature and identity** • Relationship between language, culture	**Independent explorations** • Dynamic nature of literary interpretation

• How textual choices affect readers • Creating analytical and imaginative texts	concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	• Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Essential English

Applied senior subject

Applied

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 every day, 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

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

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

- **Summative assessments**

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

Humanities

Accounting

General senior subject

General

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 • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Monitoring a business** • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Assessment

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

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

- **Summative assessments**

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

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

- 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 — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, power and authority** • Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

- **Summative assessments**

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

Economics

General senior subject

General

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 and 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

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 score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Geography

General senior subject

General

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

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

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues and evaluate legal situations
- Create responses that communicate meaning.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Modern History

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

- **Summative assessments**

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

Philosophy & Reason

General senior subject

General

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility and collaboration and communication.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Objectives

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

- Define and use terminology
- Explain concepts, methods, principles and theories
- Interpret and analyse arguments, ideas and information
- Organise and synthesise ideas and information to construct arguments
- Evaluate claims and arguments inherent in theories, views and ideas
- Create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** • Philosophy of religion • Philosophy of science • Philosophy of mind.	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Social & Community Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- Recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- Recognise and explain the ways life skills relate to social contexts
- Explain issues and viewpoints related to social investigations
- Organise information and material related to social contexts and issues
- Analyse and compare viewpoints about social contexts and issues
- Apply concepts and ideas to make decisions about social investigations
- Use language conventions and features to communicate ideas and information, according to purposes
- Plan and undertake social investigations

- Communicate the outcomes of social investigations, to suit audiences
- Appraise inquiry processes and the outcomes of social investigations.

Structure

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

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

Assessment

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

- One project or investigation
- One examination
- No more than two assessments from each technique.

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

Science

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

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

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

- **Summative assessments**

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

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

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

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

- **Summative assessments**

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

Physics

General senior subject

General

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that 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

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

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

- **Summative assessments**

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

Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- Describe and explain scientific facts, concepts and phenomena in a range of situations
- Describe and explain scientific skills, techniques, methods and risks
- Analyse data, situations and relationships
- Apply scientific knowledge, understanding and skills to generate solutions
- Communicate using scientific terminology, diagrams, conventions and symbols
- Plan scientific activities and investigations
- Evaluate reliability and validity of plans and procedures, and data and information

- Draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

For Science 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 investigation based on primary data
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	At least three different components from the following: • written: 200–300 words • spoken: 1½ –2½ minutes • multimodal – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: – 20–30 minutes – 50–250 words per item.	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.	• 60–90 minutes • 50–250 words per item

Health and Physical Education

Health

General senior subject

General

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

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

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 score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — 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

General

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

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	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Sport & Recreation

Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- Demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- Describe concepts and ideas about sport and recreation using terminology and examples
- Explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- Apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- Manage individual and group sport and recreation activities
- Apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- Use language conventions and textual features to achieve particular purposes
- Evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- Evaluate the effects of sport and recreation on individuals and communities
- Evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- Create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

Assessment

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

- One project (annotated records of the performance is also required)
- One investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes*	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.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.

Industrial Technologies

Design

General senior subject

General

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 score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Engineering

General senior subject

General

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	**Emerging technologies** • Emerging needs	**Statics of structures and environmental considerations**	**Machines and mechanisms** • Machines in society

• Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	• Emerging processes and machinery • Emerging materials • Exploring autonomy	• Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	• 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%

Building & Construction Skills

Applied

Applied senior subject

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations.

Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Construction processes	Carpentry plus at least two other electives: • Bricklaying • Concreting • Landscaping • Plastering and painting • Tiling.

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Furnishing Skills

Applied senior subject

Applied

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

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations.

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Production processes	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Industrial Graphics Skills

Applied senior subject

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pathways

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

Objectives

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

- Describe industry practices in drafting and modelling tasks
- Demonstrate fundamental drawing skills
- Interpret drawings and technical information
- Analyse drafting tasks to organise information
- Select and apply drawing skills and procedures in drafting tasks
- Use language conventions and features to communicate for particular purposes
- Construct models from drawings
- Create technical drawings from industry requirements
- Evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Drafting processes	• Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a technical drawing (which incldues a model) component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Engineering Skills

Applied senior subject

Applied

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Production processes	• Fitting and machining • Sheet metal working • Welding and fabrication

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Digital Technologies and Business

Digital Solutions

General senior subject

General

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students 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 computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

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 experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

Business Studies

Applied senior subject

Applied

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

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

Objectives

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

- Describe concepts and ideas related to business functions
- Explain concepts and ideas related to business functions
- Demonstrate processes, procedures and skills related to business functions to complete tasks
- Analyse business information related to business functions and contexts
- Apply knowledge, understanding and skills related to business functions and contexts
- Use language conventions and features to communicate ideas and information
- Make and justify decisions for business solutions and outcomes
- Plan and organise business solutions and outcomes
- Evaluate business decisions, solutions and outcomes.

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	• Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining	• Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

Assessment

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

- At least one project
- No more than two assessment instruments from any one technique.

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

Information & Communication Technology

Applied senior subject

Applied

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

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

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

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

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

Core topics	Elective contexts	
• Hardware • Software • ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

Assessment

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
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: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Service Industries and Food Technology

Hospitality Practices

Applied senior subject

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

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

Objectives

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

- Explain concepts and ideas from the food and beverage sector
- Describe procedures in hospitality contexts from the food and beverage sector
- Examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- Apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Use language conventions and features to communicate ideas and information for specific purposes.
- Plan, implement and justify decisions for events in hospitality contexts
- Critique plans for, and implementation of, events in hospitality contexts
- Evaluate industry practices from the food and beverage sector

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

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

- At least two projects
- At least one investigation or an extended response.

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

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study.

Students build knowldege and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

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

Objectives

- By the conclusion of the course of study, students should:
- Demonstrate procedures to complete tasks in agricultural activities
- Describe and explain concepts, ideas and processes relevant to agricultural activities
- Analyse agricultural information
- Apply knowledge, understanding and skills relevant to agricultural activities
- Use appropriate language conventions and features for communication of agricultural information
- Plan processes for agricultural activities
- Make decisions and recommendations with evidence for agricultural activities
- Evaluate processes and decisions regarding safety and effectiveness.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<tr><th>Core topics</th><th colspan="2">Elective topics</th></tr>
<tr><td rowspan="3">• Rules, regulations and recommendations
• Equipment maintenance and operation
• Management practices
• An area of study:
– Animal industries
– Plant industries
– Animal industries and Plant industries</td><td colspan="2">• Operating machinery</td></tr>
<tr><td>Animal studies</td><td>Plant studies</td></tr>
<tr><td>• Infrastructure
• Production
• Agribusiness</td><td>• Infrastructure
• Production
• Agribusiness</td></tr>
</table>

Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time.	At least three components from the following: • written: 200–300 words • spoken: 1½–2½ minutes • multimodal: 2–3 minutes • performance: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4-7 minutes.	• 60–90 minutes • 50–250 words per item

Languages

Chinese

General senior subject

General

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

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	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%

French

General senior subject

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	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%

German

General senior subject

General

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

Objectives

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

- Comprehend German to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of German 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 German.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt **My world** • Family/carers and friends • Lifestyle and leisure • Education	**Unsere Welt erkunden** **Exploring our world** • Travel • Technology and media • The contribution of German culture to the world	**Unsere Gesellschaft** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Meine Zukunft** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	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%

Japanese

General senior subject

General

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

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire

language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Pathways

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

Objectives

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

- Comprehend Japanese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in Japanese.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	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%

Spanish

General senior subject

General

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

Objectives

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

- Comprehend Spanish to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of Spanish 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 Spanish

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo **My world** • Family/carers and friends • Lifestyle and leisure • Education	**La exploración de nuestro mundo** **Exploring our world** • Travel • Technology and media • The contribution of Spanish culture to the world	**Nuestra Sociedad** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mi future** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	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%

The Arts

Dance

General senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries 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 dance concepts and skills
- Apply literacy and technical skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter:	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter:	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: social, political and cultural	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style

– meaning, purpose and context historical and cultural origins of focus genres	– physical dance environments including site-specific dance – virtual dance environments	influences on dance	personal viewpoints and influences on genre

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — dance work	35%
Summative internal assessment 2 (IA2): Choreography	20%		
Summative external assessment (EA): 25% Examination — extended response			

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- Demonstrate an understanding of dramatic languages
- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music

General senior subject

General

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

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

Music Extension (Composition)

General senior subject

General

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

A course of study in Music Extension 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:

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Musicology)

General senior subject

General

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

A course of study in Music Extension 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:

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Analyse music
- Investigate music
- Synthesise information

.Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Performance)

General senior subject

General

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension 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:

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

- **Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art

General senior subject

General

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

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

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

Pathways

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

Objectives

By the conclusion of the course of study, students 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

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 score out of 100. Students will also receive an overall subject result (A–E).

- **Summative assessments**

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Dance in Practice

Applied senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, teaching, choreography, performance and event production.

Objectives

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

- Recall terminology, concepts and ideas associated with dance
- Interpret and demonstrate the technical and expressive skills required for dance genres
- Explain dance and dance works
- Apply dance concepts and ideas through performance and production of dance works
- Analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- Use language conventions and features to achieve particular purposes
- Generate, plan and modify creative processes to produce dance works
- Create communications and make decisions to convey meaning to audiences
- Evaluate dance works

Structure

Dance in Practice is designed around core and elective topics. Students explore at least two dance genres in Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

For Dance 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, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	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.
The Project in Dance in Practice requires: • a dance performance: 1½ – 2 minutes • at least one other 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 • product: variable conditions.	• Dance performance: 2–3 minutes • Production performance:variable conditions • Teaching performance: variable conditions	• Design solution and folio:variable conditions • Choreographic work: 2–3 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.	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.

Media Arts in Practice

Applied senior subject

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

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

Objectives

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

- Identify and explain media art-making processes
- Interpret information about media arts concepts and ideas for particular purposes
- Demonstrate practical skills, techniques and technologies required for media arts
- Organise and apply media art-making processes, concepts and ideas
- Analyse problems within media arts contexts
- Use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- Plan and modify media artworks using media art-making processes to achieve purposes
- Create media arts communications that convey meaning to audiences
- Evaluate media art-making processes and media artwork concepts and ideas.

Structure

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

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

For Media 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, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • product: variable conditions.	• 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.

Music in Practice

Applied senior subject

Applied

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

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 • Song writing • 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.	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 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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max • 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 Arts in Practice

Applied senior subject

Applied

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:

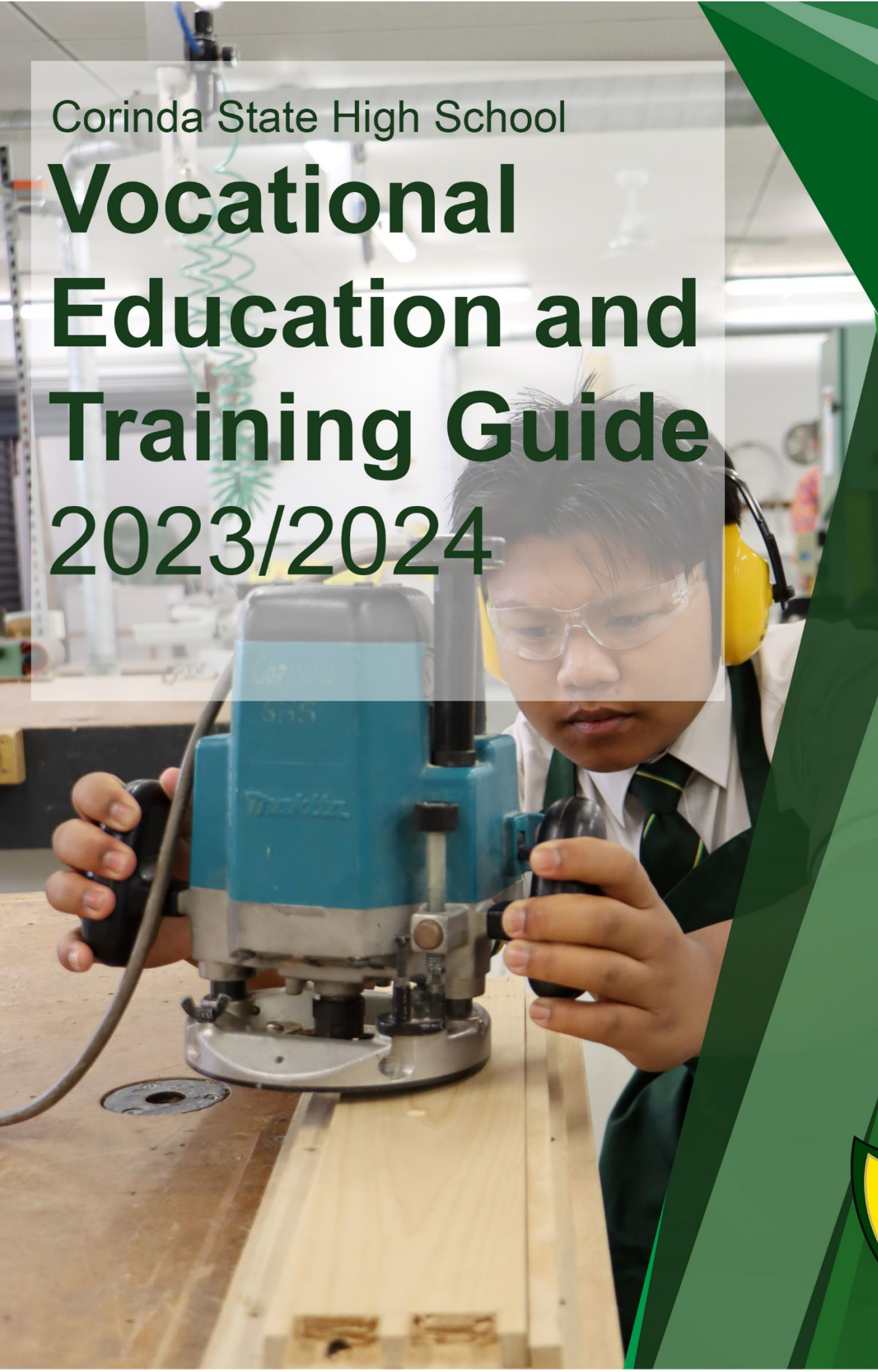
- At least two projects, with at least one project arising from community connections
- At least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of	A technique that assesses the interpretation,	A response that includes locating and using information

	idenified skills to the production of artworks.	analysis/examination and/or evaluation of ideas and information in provided materials.	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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max • 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.

Corinda State High School

Vocational Education and Training Guide 2023/2024



Great state. Great opportunity.

Queensland Government

Vocational Education and Training (VET) Guide

What is Vocational Education?

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

Corinda State High School is a Registered Training Organisation (RTO30464) and is able to offer nationally recognised certificate courses (VET certificates) to your child at school. VET can be studied as:

- A certificate course that is provided by the school
- A certificate course provided by a TAFE or other outside Registered Training Organisations
- As part of a School Based Traineeship or Apprenticeship.

This handbook has been written to provide VET students with important information about the VET programs offered by this School as well as your rights and responsibilities as a VET student.

You will be asked to **sign that you have read this handbook**, so please take the time to study it carefully and to ask your VET teachers about anything which you are unsure of. This document should be used as a reference in regards to policies and procedures that support you as a student who is completing your VET course at Corinda SHS, with Corinda SHS as the Registered Training Organisation (RTO).

You should also know that the contents of this handbook, in many instances represent the key points of various VET Policies and Procedures developed by this School in accordance with the QCAA requirements. The trainers and assessors of this Registered Training Organisation (RTO) will support students to understand their rights as student learners with this training organisation.

Why does VET exist?

- VET exists to give people better skills and more opportunities. No matter what type of skills you need or what job you're interested in, you can get the training you want and deserve.
- VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job.
- VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at School, at a Registered Training Organisation such as a TAFE, or in the workplace.
- VET assists students to develop the personal qualities of independence, initiative and self-determination that will benefit them in employment and life.

The National VET System

Code of Practice & Legislative Requirements

As a Registered Training Organisation, Corinda State High School will operate within the Principles and Standards of the Australian Skills Quality Authority. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

Corinda State High School will meet all legislative requirements of the State and Federal governments. In particular, Workplace Health and Safety, Workplace Relations, Vocational Placement and Copyright Standards will be met at all times.

Access & Equity

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This School strives to meet the needs of each student through incorporating access and equity principles and practices in line with Education Queensland Policy which acknowledge the right of all students to equality of opportunity without discrimination.

Individual Student VET Agreement

At the commencement of all VET subjects, VET teachers/trainers will induct students on Occupational Health and Safety measures and will continue to incorporate OH&S issues throughout the VET course. Students who complete these qualifications are required to support the Corinda SHS VET induction and sign and complete an 'Individual Student VET Agreement' for training undertaken with Corinda SHS as a Registered Training Organisation. **It is mandatory for students to complete and return the VET Contract for Certification.**

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process used to assess individuals' existing level of knowledge and skills against individual or multiple units of competencies. Students are provided with the school's RPL policy prior to enrolment in The Student Management System. They are made aware of the RPL application form. As part of their student induction, the process and types of evidence that can be used to support RPL applications is provided to them.

RPL applications will only be considered if the school's RPL application form is used. RPL applications must be submitted to the teacher of the qualification, or the Senior Schooling Head of Department.

How does RPL work?

Application:	To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide information in the application to support your case. Request a Credit Transfer or 'RPL' Application form from Senior Schooling HOD.
Assessment:	You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.
Notification:	You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.

Corinda SHS recognises AQF qualifications and statements of attainment issued by any other RTO and have a separate policy and procedure regarding the credit transfer process for this, as outlined in the Conditions of Registration – VET Policies and Procedures.

The process is a very supportive one. VET Trainers and Assessors will guide student's through the process, including the steps of which are outlined as follows.

Student Support

Students have access to a wide range of support, welfare and guidance services at Corinda State High School. Whilst attending Corinda State High School and completing a VET qualification, students are given the opportunity to consult with the following key personnel in regards to their vocational, educational and personal counselling needs:

- Senior Schooling Head of Department
- Guidance Officers
- Vocational Education and Training Coordinator
- Senior Secondary Academic Coaches
- Community Liaison Officer
- Youth Support Coordinator
- School Nurse
- House Masters
- External Agencies
- Industry Partners
- Community Partners

Literacy, Language and Numeracy Support

If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as these skills are delivered and or assessed in the context of an industry vocational area that individuals have agreed to complete while attending this RTO.

Language, literacy and numeracy assistance can be obtained from a specialised VET trainer and assessor involved with the course, a Language Literacy and Numeracy Specialist within this VET area or the Senior Schooling Head of Department. Where additional assistance is required this can be requested from the Learning Support Unit via the course trainer.

If you still feel you need additional language, literacy or numeracy support, please approach the Senior Schooling Head of Department, Guidance Officer or a Language Literacy and Numeracy Specialist within the school.

Students may be asked to complete a *Language Literacy and Numeracy* (LLN) assessment to support a pre-enrolment, pre-training requirements, whereby the VET trainer and assessor will identify the individual learning needs of the student to support the completion of the vocational qualification.

This pre-enrolment assessment may be completed in more than one vocational qualification and may include itemised questions in relation to key content, assessment and qualification requirements identified within the training and assessment strategy of the qualification.

VET trainers and assessors will use the feedback and data gathered from this diagnostic tool to support individualised learning experiences in order support students to obtain the required level of performance expected within the qualification and unit of competency being delivered. VET trainers and assessors will consult with Language Literacy and Numeracy Specialists in order to support student's improvement within the five core skills of learning, reading, writing, oral communication and numeracy.

Student Enrolment Procedures

Students enrolled in VET subjects at this School participate in the same enrolment and selection processes as other students at the School. Where numbers are limited for VET subjects, selection will be based on interview and/or review of the students SET Plan document and further career direction in order to manage enrolments within VET courses on offer.

Access to VET Courses is open to all students in Year 11 and 12, if enrolment numbers are viable and the human and physical resources available to the school support the delivery and operational requirements of the courses listed in this booklet.

In some instance, students may be required to complete an application process prior to commencing their course. This is to ensure that the student has the necessary literacy and/or numeracy skills required to complete the qualification, and to identify any requirements for student support services.

Fees and Charges

Payment of fees will be processed by the school administration team and students will be informed of the process for payment during the enrolment process with the Registered Training Organisation. If a student withdraws before meeting competency then a refund can be processed, this refund will be in accordance with the Department of Education and Training's refund policy (reference: TRIM#12/16392). If competency and training has been awarded the Statement of Attainment will be processed and therefore the refund will be determined in consultation with the amount of study, and time provided to support the student in their training arrangement with the school. If the full qualification has been paid, but the student has cancelled their training arrangement early, the amount will be refunded on a pro-rata basis.

Fee payments must be current to remain enrolled in the course. Invoices for certificate courses will be issued and be payable in term 1 of each year. Certificates and Statements of Attainments will be withheld until payment is finalised.

VETiS Funding

Vocational Education and training in Schools is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for specific industries. VET can be undertaken in years 11 and 12, and can count towards the Queensland Certificate of Education. VET can also be undertaken while a young person is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

The VET investment budget funds a range of Certificate I and II level VETiS qualifications, which have been identified in consultation with industry, and based on skills shortages and Queensland Government priorities.

Students who wish to undertake a VETiS funded course need to be fully aware that they can only be subsidised by VETiS funding for one course that is funded under the VETiS stream list as determined by the Queensland State Government.

Unique Student Identifier (USI)

A key legislative requirement in accordance with the *National Vocational Education and Training Regulator Act 2011 (Cth*) and Standards for Registered Training Organisations (RTOs) 2015 (*Cth*) requires Corinda State High School to register students for each different qualification and unit of competency they complete using a USI (Unique Student Identifier). Each student requires a Unique Student Identifier (USI) to obtain their certificate or qualification from their registered training organisation, when studying nationally recognised training in Australia. This includes studying at TAFE or with a private training organisation, completing an apprenticeship, traineeship or skill set, certificate or diploma course. An USI provides students with access to an online USI account in order to support them to review and record their vocational education and training records.

In order for the school to validate this legislative requirement, students will record their USI and ensure that they have provided it to the Senior Schooling Department. Students are required to register for their own USI and advise their trainer and assessor and register this number on their VET agreement before commencing their training. This requirement will be highlighted by their vocational education and training assessor prior to commencement of training.

It is mandatory for all students to have a verified USI number in order to be issued with their certificates and statements of attainment.

Units of Competency

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations.

Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification. Within each different qualification, students will be asked to complete core units of competency and elective units of competency in order to support the awarding of a full qualification. The Corinda SHS trainers and assessors are governed by the requirements of the training packages and are limited to elective units of competency, in accordance with Corinda State High School's Scope of Registration.

If a student does not achieve competency in their first attempt at an assessment task, they are given the opportunity to revisit units of competency, resubmit evidence or request additional time to complete a difficult task provided the student consults with the trainer and this arrangement is approved by the school.

Assessment Procedures

The following represent the basic VET assessment principles of Corinda. They are designed to promote fairness and equity in assessment.

I. All VET students at this school will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.

II. Information given to students, on the assessment cover sheet, will include:
- the criteria against which they will be assessed
- advice about the assessment methods
- assessment procedures
- space for comments and feedback

III. Students will have access to their student profile sheet of results in each VET subject at timely intervals throughout the 2-year course. Students are encouraged to consult with their subject teacher about their assessment, units of competency and request feedback during each learning phase within the course.

IV. The assessment approach will cater for the language, literacy and numeracy needs of students.

V. Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.

VI. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

VII. Opportunities for feedback and review of all aspects of assessment will be provided. Students will be engaged in a process of review of training and assessment, this may be in the form of formal feedback in a learner engagement survey or an information discussion and review of the assessment with the trainer/assessor.

VIII. A Student Progress Report will be issued for each VET subject studied at the end of each semester this will be in line with the School assessment reporting timelines set each semester.

IX. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

Structured Work Placement

Work placement combines learning from subjects selected at school with training and real tasks in the workplace. It is a valuable opportunity for students to investigate different occupations. Work placement is aimed to give students a chance to confirm or discount their suitability for certain industries.

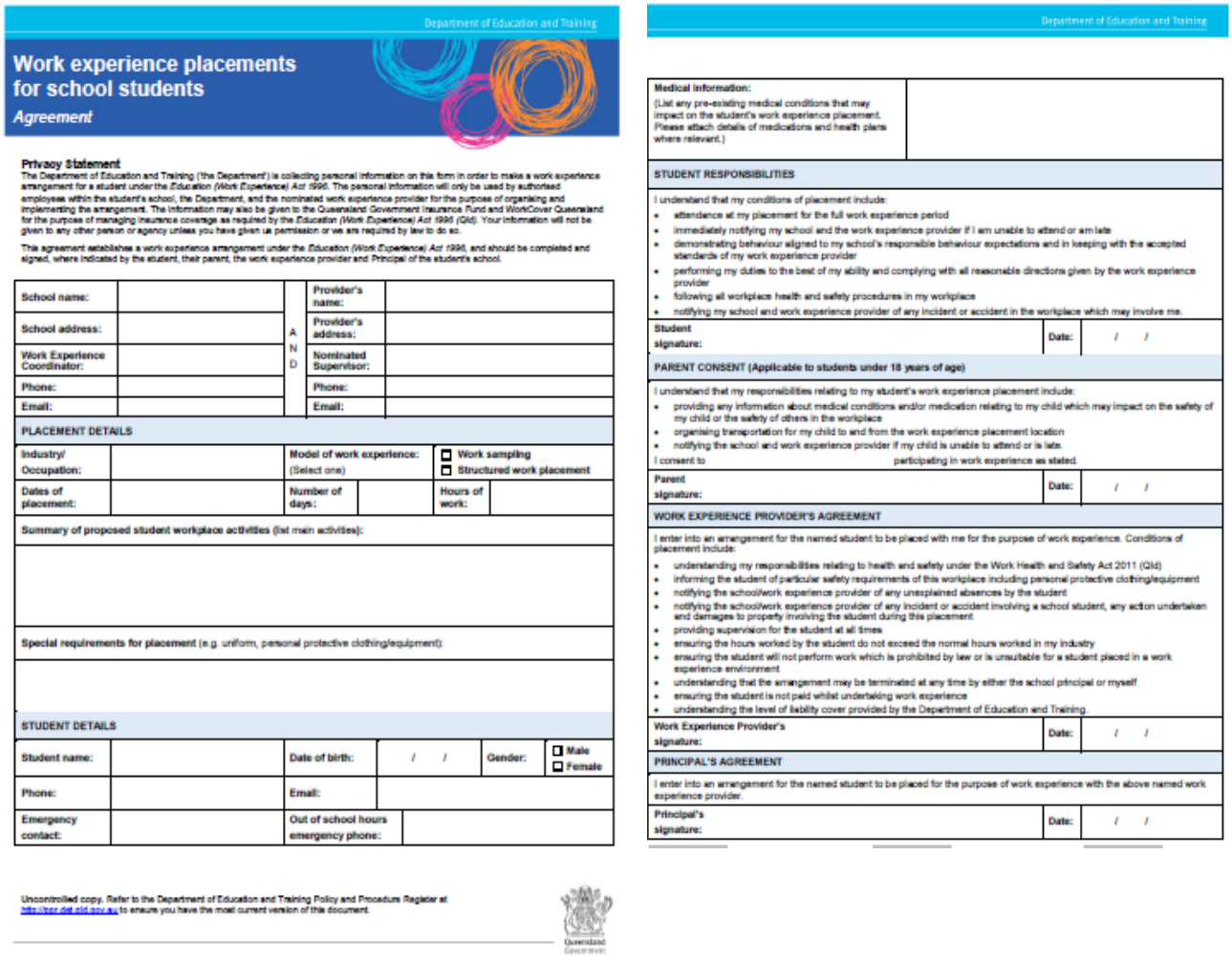
Procedure for Structured Work Placement

1. Students talk to their class teacher if work placement is part of their VET course requirements.

2. Students identify an employer who would be willing to take them on for Work Experience.

3. Students determine a suitable time for Work Placement with the Senior Schooling Head of Department if outside of VET course requirements.

4. Students must obtain signatures from employer, parent and themselves, and then return Work Experience Agreement form (see below) to school. This is the student's responsibility, and is a legal requirement to cover insurance. Failure to return form or get signature (by due date) will result in the placement not going ahead and student will be required to come to school.



Department of Education and Training

Work experience placements for school students

Agreement

Privacy Statement

The Department of Education and Training ('the Department') is collecting personal information on this form in order to make a work experience arrangement for a student under the *Education (Work Experience) Act 1996*. The personal information will only be used by authorised employees within the student's school, the Department, and the nominated work experience provider for the purpose of organising and implementing the arrangement. The information may also be given to the Queensland Government Insurance Fund and WorkCover Queensland for the purpose of managing insurance coverage as required by the *Education (Work Experience) Act 1996* (Qld). Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

This agreement establishes a work experience arrangement under the *Education (Work Experience) Act 1996*, and should be completed and signed, where indicated by the student, their parent, the work experience provider and Principal of the student's school.

School name:		AND	Provider's name:		
School address:			Provider's address:		
Work Experience Coordinator:			Nominated Supervisor:		
Phone:			Phone:		
Email:			Email:		

PLACEMENT DETAILS					
Industry/ Occupation:		Model of work experience: (Select one)	☐ Work sampling ☐ Structured work placement		
Dates of placement:		Number of days:		Hours of work:	

Summary of proposed student workplace activities (list main activities):

Special requirements for placement (e.g. uniform, personal protective clothing/equipment):

STUDENT DETAILS					
Student name:		Date of birth:	/ /	Gender:	☐ Male ☐ Female
Phone:		Email:			
Emergency contact:		Out of school hours emergency phone:			

Uncontrolled copy. Refer to the Department of Education and Training Policy and Procedure Register at http://ppr.det.qld.gov.au to ensure you have the most current version of this document.

Department of Education and Training

Medical information: (List any pre-existing medical conditions that may impact on the student's work experience placement. Please attach details of medications and health plans where relevant.)	

STUDENT RESPONSIBILITIES

I understand that my conditions of placement include:

- attendance at my placement for the full work experience period
- immediately notifying my school and the work experience provider if I am unable to attend or am late
- demonstrating behaviour aligned to my school's responsible behaviour expectations and in keeping with the accepted standards of my work experience provider
- performing my duties to the best of my ability and complying with all reasonable directions given by the work experience provider
- following all workplace health and safety procedures in my workplace
- notifying my school and work experience provider of any incident or accident in the workplace which may involve me.

Student signature:	Date: / /

PARENT CONSENT (Applicable to students under 18 years of age)

I understand that my responsibilities relating to my student's work experience placement include:

- providing any information about medical conditions and/or medication relating to my child which may impact on the safety of my child or the safety of others in the workplace
- organising transportation for my child to and from the work experience placement location
- notifying the school and work experience provider if my child is unable to attend or is late.

I consent to participating in work experience as stated.

Parent signature:	Date: / /

WORK EXPERIENCE PROVIDER'S AGREEMENT

I enter into an arrangement for the named student to be placed with me for the purpose of work experience. Conditions of placement include:

- understanding my responsibilities relating to health and safety under the Work Health and Safety Act 2011 (Qld)
- informing the student of particular safety requirements of this workplace including personal protective clothing/equipment
- notifying the school/work experience provider of any unexplained absences by the student
- notifying the school/work experience provider of any incident or accident involving a school student, any action undertaken and damages to property involving the student during this placement
- providing supervision for the student at all times
- ensuring the hours worked by the student do not exceed the normal hours worked in my industry
- ensuring the student will not perform work which is prohibited by law or is unsuitable for a student placed in a work experience environment
- understanding that the arrangement may be terminated at any time by either the school principal or myself
- ensuring the student is not paid whilst undertaking work experience
- understanding the level of liability cover provided by the Department of Education and Training.

Work Experience Provider's signature:	Date: / /

PRINCIPAL'S AGREEMENT

I enter into an arrangement for the named student to be placed for the purpose of work experience with the above named work experience provider.

Principal's signature:	Date: / /

School-Based Apprenticeships and Traineeships (SAT)

Apprenticeships and Traineeships combine training with work, in a real job, for wages. Students in Years 11-12 can apply to have a school-based apprenticeship or traineeship.

Students at Corinda State High School are advised that this opportunity should be aligned to a career pathway and therefore their SETP (Senior Education Training Plan). Students may find a vacant position via one of the following ways:

- Vacancy listing – through the school or external sources
- A family member, friend or acquaintance
- Structured Work Placement employer offers a position
- Cold calling

Process for (SATs)

Once a position is found the student will be directed by the VET Office at the training college and will under the following process at school:

Step 1- Approval from HOD Senior Schooling

- Student to outline opportunity to HOD Senior Schooling.
- HOD Senior Schooling contacts parents for final confirmation to discuss time out of school, training requirements and on-the-job commitments.

Step 2- Sign Up

- The sign up will occur when the employer, school and student agree that the school-based apprenticeship/ traineeship is the aligned career pathway for the student.
- Student, Parent, school representative and Apprenticeship Centre sign up student.

Step 3- Paperwork for Student File (School to hold paperwork)

- ETES form, school notification, letter regarding sign up, training plan, student results (provided by the student during training).
- Notes of progress and other details pertaining to the apprenticeship/traineeship are kept on file to suppport the student.

School Expectations

- Student will complete negotiated days in the workplace.
- Student will attend all training organised.
- Student will commit to apprenticeship or traineeship with positive attitude and enthusiasm with purpose of gaining full-time employment on completion of school.
- It is the student's responsibility to catch up on all school worked missed.

Work Commitment

Once signed up, students must:

- Confirm their day of work with the HOD Senior Schooling
- Any changes to the work day must be approved with your employer and also the school (VET office)
- If you wish to work additional days with your employer this must be discussed with the HOD Senior Schooling (NB: you should not put pressure on your employer to give you additional work days. If asked, students may work during block exam and holiday periods).

Training Commitment

- Give any details of training dates to the school (NB: must get approval from the school if training is to occur in school time).
- Give a copy of results to the HOD Senior Schooling as you progress (NB: if you have not been successful we can assist in assessment re-submits, and liaising with your training provider)

Vocational Subject Information

Corinda State High is proud to offer a wide variety of curriculum options for all students. The following pages list all vocational courses on offer in 2023/2024.

VET Certificates – studied in our school timetable

- Certificate I in Construction
- Certificate II in Engineering Pathways
- Certificate II in Active Volunteering
- Certificate II in Applied Digital Technologies
- Certificate II in Financial Services
- Certificate II in Furniture Making Pathways
- Certificate II in Skills for Work and Vocational Pathways
- Certificate III in Fitness
- Certificate III in Health Services Assistance
- Certificate IV in Justice Studies
- Diploma of Business

VET Certificates – studied at an external location

(Note: students will have one day a week out of school to attend this course)

- Certificate II in Automotive Vocational Preparation
- Certificate II in Electrotechnology
- Certificate II in Manufacturing Technology
- Certificate II in Kitchen Operations
- Certificate II in Plumbing
- Certificate III in Active Volunteering
- Certificate III in Dance
- Mater Education – Certificate III in Health Services Assistance

Certificate I in Construction

CPC10120	
2 Year Course	*QCE Credits 3*
Qualification offered by external RTO: *Delivered at Corinda SHS*	*Blue Dog Training (RTO number 31193)*

Brief Description of Subject

Certificate I in Construction is co-delivered in partnership with Blue Dog Training and is designed to give students a broad and general introduction, experience and the practical skills needed to start as an apprentice whilst achieving a basic industry recognised qualification. Through undertaking a study in Construction students develop important, transferable skills for use in the industrial technology's trades of a building/construction nature. Students receive three (3) QCE points on successful completion of the Certificate I following successful completion of all competencies over a 4-semester period.

Units of Competency

The following competencies are covered in this course:

Core Units

- CPCCCM2004 Handle construction materials
- CPCCCM1012 Work effectively and sustainably in the construction industry
- CPCCCM1013 Plan and organise work
- CPCCCM2005 Use construction tools and equipment
- CPCCCM1011 Undertake basic estimation and costing
- CPCCWHS1001 Prepare to work safely in the construction industry
- CPCCVE1011 Undertake a basic construction project
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

Elective Units

- CPCCCM1015A Carry out measurements and calculations
- CPCCCM1014 Conduct workplace communication
- CPCCCM2001A Read and interpret plans and specifications

Cost

**** VETiS –VET in Schools government funding.***

A school student who is receiving training under the Department of Employment, Small Business and Training VET in School (VETiS) program **pays no fees for this training.**

If you have already utilised your VETiS funding allocation the full fee for service costs will be approximately $1200.00.

Required Course Materials (if any):

Students must supply their own PPE within the first two weeks of the course commencing: leather steel capped boots, clear safety glasses & hearing protection (Class 5).

Students require a smart device with camera functionality and data to record and upload images as a course requirement. Students require access to a digital device with speaker and internet access at home to complete the online theory tasks, consisting of video instruction and multiple-choice questions.

Certificate II in Engineering Pathways

MEM20413	
2 Year Course	*QCE Credits 4*
Qualification offered by external RTO: Delivered at Corinda SHS	*Blue Dog Training (RTO number 31193)*

Brief Description of Subject

Certificate II in Engineering Pathways is co-delivered in partnership with Blue Dog Training and is intended for students interested in exposure to an engineering or related work environment with a view to entering employment in that area. This qualification will equip students with knowledge and skills which will enhance their prospects of employment in an engineering or related work environment.

Units of Competency

The following competencies are covered in this course:

Core Units

- MEM13014A Apply principles of occupational health and safety in the work environment
- MSAENV272B Participate in environmentally sustainable work practices
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project

Elective Units

- MEM16008A Interact with computing technology
- MEM16006A Organise and communicate information
- MEMPE003A Use oxy-acetylene and soldering equipment
- MEMPE002A Use electric welding machines
- MEMPE001A Use engineering workshop machines
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MSMSUP106 Work in a team

Cost

**** VETiS –VET in Schools government funding.***

A school student who is receiving training under the Department of Employment, Small Business and Training VET in School (VETiS) program **pays no fees for this training.**

If you have already utilised your VETiS funding allocation the full fee for service costs will be approximately $1200.00.

Required Course Materials (if any):

Students must supply their own PPE within the first two weeks of the course commencing: leather steel capped boots, clear safety glasses & hearing protection (Class 5).

Students require a smart device with camera functionality and data to record and upload images as a course requirement. Students require access to a digital device with speaker and internet access at home to complete the online theory tasks, consisting of video instruction and multiple-choice questions.

Certificate II in Active Volunteering

CHC24015

6 – 12 Month Course – 1 lesson per week	*QCE Credit 4*
Qualification offered by Corinda SHS	*Corinda SHS(RTO number: 30464)*

Brief Description of Subject

Through participation in Active Volunteering, students will develop a range of skills that will assist them as volunteers to work effectively with both clients and colleagues. Students will have opportunities to participate in group projects and volunteer placements developing communication and team work skills essential for working effectively with others. The course combines general and vocational components to provide meaningful learning experiences and lifelong skills.

This course is a component of the CSHS Senior Curriculum. Most students will complete this Certificate in year 10 as a part of their STP program. If not, it will be added to their timetable in year 11.

Units of Competency

The following competencies of the Certificate II in Active Volunteering training package (CHC24015) are covered in this course:

- BSBCMM211 Apply Communication Skills
- BSBPEF202 Plan and apply time management
- BSBTEC201 Use business software applications
- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer
- HLTWHS001 Participate in workplace health and safety
- BSBWHS211 Contribute to the health and safety of others

Cost

Cost of delivery for the qualification over 6-12 months is approximately $25.00. Payment is required in the year of study and is included in the school fees.

Required Course Materials (if any):

Students will require an exercise book, pens, pencils, ruler, eraser and student folder for collation of assessment evidence.

Certificate II in Applied Digital Technologies

ICT20120

2 Year Course	*QCE Credits 4*
Qualification offered by Corinda SHS	*Corinda SHS (RTO number: 30464)*

Brief Description of Subject

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This subject is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real life problems. By using a task-orientated instead a tool-orientated approach, emphasis is placed on using ICTs to solve problems or complete tasks. It is aimed to introduce students to ICTs and their use in real life situations.

Units of Competency

The following competencies are covered in this course:

- BSBSUS211 Participate in sustainable work practices
- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBTEC302 Design and produce spreadsheets
- BSBTEC303 Create electronic presentations
- BSBWHS211 Contribute to the health and safety of self and others
- ICTICT207 Integrate commercial computing packages
- ICTICT213 Use computer operating systems and hardware
- ICTICT214 Operate application software
- ICTICT215 Operate digital media technology packages
- ICTSAS214 Protect devices from spam and destructive software
- ICTWEB304 Build simple web pages
- ICTWEB305 Produce digital images for the web

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is approximately $38.00.

Required Course Materials:

Students will require a BYO device which is essential for every lesson, including a USB stick for backup of evidence.

Students also require an exercise book, pen, pencil, ruler, eraser, and student folder for collation of assessment evidence.

Certificate II in Financial Services

FNS20120

2 Year Course *QCE Credits 4*

Qualification offered by Corinda SHS *Corinda SHS (RTO number: 30464)*

Brief Description of Subject

This qualification is an entry level qualification to develop increased financial literacy and basic financial skills for students wishing to build potential pathways into the finance industry. It is also ideal for students needing foundational skills and knowledge for a financial services workplace or for their own financial literacy. Students will develop knowledge and skills related to working in the financial services industry, developing a personal budget and savings plans, and gain knowledge of debt, consumer credit and superannuation.

Units of Competency

The following competencies are covered in this course:

Core Units

- BSBCMM211 Apply communication skills
- BSBTEC201 Use business software applications
- BSBWHS211 Contribute to the health and safely of self and others
- FNSINC311 Work together in the financial services industry

Elective Units

- FNSFLT211 Develop and use personal budgets
- FNSFLT212 Develop and use savings plans
- FNSFLT213 Develop knowledge of debt and consumer credit
- FNSFLT214 Develop knowledge of superannuation

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is TBA.

Required Course Materials:

Students will require a BYO device which is essential for every lesson, including a USB stick for backup of evidence.

Students also require an exercise book, pen, pencil, ruler, eraser, and student folder for collation of assessment evidence.

Certificate II in Furniture Making Pathways

MSF20516

2 Year Course *QCE Credits 4*

Qualification offered by Corinda SHS *Corinda SHS (RTO number: 30464)*

Brief Description of Subject

This qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area. It delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Units of Competency

The following competencies are covered in this course:

Core Units

- MSMENV272 Participate in environmentally sustainable work practices
- MSMPCI103 Demonstrate care and apply safe practices at work
- MSFGN2001 Make measurements and calculations
- MSFFP2001 Undertake a basic furniture making project
- MSFFP2002 Develop a career plan for the furnishing industry

Elective Units

- MEM16006A Organise and communicate information (Group A)
- MEM16008A Interact with computing technology (Group A)
- MSFFM2001 Use furniture making sector hand and power tools (Group A)
- MSFFM2002 Assemble furnishing components (Group A)
- MSFFP2003 Prepare surfaces (Group A)
- MSFFP2005 Join furnishing materials (Group A)
- MSFFP2006 Make simple timber joints (Group A)

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is for materials and resources required to complete the course. The cost year 11 is $135 and year 12 is $80.

Required Course Materials:

Students must supply their own PPE within the first two weeks of the course commencing: clear safety glasses.

Certificate II in Skills for Work and Vocational Pathways

FSK20119

2 Year Course *QCE Credits 4*

Qualification offered by Corinda SHS *Corinda SHS (RTO number: 30464)*

Brief Description of Subject

This entry-level qualification provides the foundation skills development to prepare students for work force entry or vocational training pathways. It develops the reading, writing, numeracy and learning skills of each student. It also includes a range digital literacy skills and employability skill that prepare students for the workforce and other future pathways.

Units of Competency

The following competencies are covered in this course:

Core Units

- FSKLRG011 Use routine strategies for work-related learning
- FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM015 Estimate, measure and calculate with routine metric measurements for work
- FSKNUM017 Use familiar and routine maps and plans for work
- FSKNUM018 Collect data and construct routine tables and graphs for work
- FSKLRG010 Use routine strategies for career planning
- FSKOCM005 Use oral communication skills for effective workplace presentations
- FSKRDG008 Read and respond to information in routine visual and graphic texts
- FSKRDG010 Read and respond to routine workplace information
- FSKWTG008 Complete routine workplace formatted texts

Elective Units

- FSKNUM020 Use familiar, routine functions of a calculator for work
- TLIP2032 Maintain petty cash account
- BSBPEF101 Plan and prepare for work readiness
- SIRRRTF001 Balance and secure point-of-sale terminal

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is approximately $33.00.

Required Course Materials:

Students will require a BYO device which is essential for every lesson, including a USB stick for backup of evidence.

Students also require an exercise book, pen, pencil, ruler, eraser, and student folder for collation of assessment evidence.

Certificate III in Fitness

SIS30321

2 Year Course *QCE Credits 8*

Qualification offered by external RTO: *Binnacle Training (RTO number: 31319)*
Delivered at Corinda SHS

Brief Description of Subject

The Certificate III in Fitness is an elective subject that may be studied by Year 11 and 12 students who are interested in career in the Fitness Industry. The course aims to prepare graduates to lead clients through fitness training and programming. It develops interpersonal skills and group leadership through planning single and a series of group sessions whether it be in a gym setting or an outdoor setting. The registered training organisation supporting the delivery of this course is Binnacle Training.

Binnacle Training
Allowing teachers to teach

Units of Competency

- HLTWHS001 Participate in workplace health and safety
- SISXEMR001 Respond to emergency situations
- SISXCAI002 Assist with activity sessions
- SISXIND001 Work effectively in sport, fitness and recreation environments
- BSBOPS304 Deliver and monitor a service to customers
- BSBPEF301 Organise personal work priorities
- HLTAID011 Provide first aid
- BSBSUS211 Participate in sustainable work practices
- SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
- SISFFIT035 Plan group exercise sessions
- SISFFIT036 Instruct group exercise sessions
- SISFFIT032 Complete pre-exercise screening and service orientation
- SISFFIT033 Complete client fitness assessments
- SISFFIT052 Provide healthy eating information
- SISFFIT040 Develop and instruct gym based exercise programs for individual clients

Program Disclosure Statement (PDS)

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

Cost

The full fee for service is $495.00 (payable in the first year of the course). $440 includes all course materials plus $55 for first aid qualification (HLTAID011).

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically; no paper assessment will be accepted.

Students will be required to have two ruled exercise books. Pens, pencils, ruler, eraser, student folder are required for collation of assessment evidence.

Certificate III in Health Services Assistance

HLT33115	*2 Year Course (including entry requirements)*
Entry requirements: Certificate II in Health Support Services (incorporating a Certificate II in Community Services)	*QCE Credits 8*
Qualification offered by external RTO:	***Connect 'n' Grow®** (RTO number: 40518)*

Brief Description of Subject

Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in the health services as well as providing a pathway for those wishing to pursue further study in related fields.

Skills acquired in this course include: Recognise healthy body systems, Interpret and apply medical terminology, Working with diverse people, Health promotion, Conducting health checks, Infection Control, Customer service, and Individualised support.

Refer to training.gov.au for specific information about the qualification.

Units of Competency

- HLTWHS001 Participate in workplace health and safety
- HLTINF001 Comply with infection prevention and control policies and procedures
- CHCDIV001 Work with diverse people
- HLTHSS003 Perform general cleaning tasks in a clinical setting
- BSBMED303 Maintain patient records
- HLTAID011 Provide First Aid
- CHCCOM005 Communicate and work in health or community services
- HLTAAP001 Recognise healthy body systems
- BSBMED301 Interpret and apply medical terminology
- HLTAID009 Provide cardiopulmonary resuscitation
- CHCCCS015 Provide individualised support
- CHCCS010 Maintain a High Standard of Service
- BSBWOR301 Organise personal work priorities and development
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander Cultural safety
- CHCCCS009 Facilitate responsible behaviour

Cost

The full fee cost of this course is approximately $800. If you are eligible for VETiS funding the course cost is approximately $450.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® if you would like to explore potential options.

Required Course Materials:

Students must have a BYO Device to complete this course. All assessment is submitted electronically, no paper assessment will be accepted.

Certificate IV in Justice Studies

10971NAT	
2 Year Course	*QCE Credits 4*
Qualification offered by external RTO:	*Central Queensland University (RTO number: 40939)*

Brief Description of Subject

The Justice Studies course reflects the application of a broad range of theoretical and practical knowledge and skills in a range of justice related environments and contexts. Students are required to apply their knowledge and skills and exercise judgement to determine and execute the most appropriate course of action for a range of justice related issues and tasks.

10971NAT Certificate IV in Justice Studies is offered by CQUniversity Australia, RTO 40939. Corinda State High School will conduct training, assessment, and recruitment on behalf of CQUniversity. CQUniversity is responsible for issuance of qualifications. Students require a USI. Students must complete a BKSB, CQU online Literacy and Numeracy test before commencement of training. For further information on this course or about CQUniversity please access www.cqu.edu.au.

Units of Competency

• BSBLEG421	Identify and apply the legal framework	Core
• BSBXCM401	Apply communication strategies in the workplace	Core
• NAT10971002	Prepare documentation for court proceedings	Core
• PSPREG003	Apply regulatory powers	Core
• NAT10971001	Provide information and referral advice on justice related issues	Core
• NAT10971003	Analyse social justice issues	Core

Elective

• BSBPEF402	Develop work priorities	Elective
• BSBWHS411	Implement and monitor WHS policies, procedures and programs	Elective
• PSPLEG002	Encourage compliance with legislation in the public sector	Elective
• PSPETH002	Uphold and support the values and principles of public service	Elective

Cost

Cost of delivery of this course is $1400.00 (Nil GST)

Required Course Materials (if any):

Students will be required to have a laptop computer.

Diploma of Business

BSB50120

2 Year Course | *QCE Credits 8*

Qualification offered by external RTO: GET SET Education (RTO number: 45252)
Delivered at Corinda SHS

Brief Description of Subject

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

Units of Competency

- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy
- BSBCRT511 Develop critical thinking in others
- BSBXCM501 Lead communication in the workplace
- BSBOPS505 Manage organisational customer service
- BSBOPS501 Manage business resources
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBRSK511 Manage business risk
- BSBFIN501 Manage budgets and financial plans.

Cost

The full fee for service is $800.00 + a non-refundable enrolment fee of $49.00 payable directly to the RTO. Fees for this course are not collected by the school. There is a monthly payment plan option available through the RTO. This course is delivered by an External Registered Training Organisation and **does not** attract VETiS Funding.

Required Course Materials:

Students will be required to have a laptop computer.

Certificate II in Automotive Vocational Preparation

AUR20720

1 Year Course *QCE Credits 4*

Qualification offered by external RTO:
Delivered at TAFE QLD SkillsTech 1 day/wk. *TAFE QLD (RTO number: 0275)*

Brief Description of Subject

Certificate II in Automotive Vocational Preparation is co-delivered in partnership with Train Assess Australia and is intended for students interested in exposure to a mechanical background or related work environment with a view to entering employment in that area. This qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, marine craft and motorcycles.

Units of Competency

The following competencies are covered in this course:

- AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- AURAFA103 Communicate effectively in an automotive workplace
- AURAFA104 Resolve routine problems in an automotive workplace
- AURASA102 Follow safe working practices in an automotive workplace
- AURETR103 Identify automotive electrical systems and components
- AURLTA101 Identify automotive mechanical systems and components
- AURTTK102 Use and maintain tools and equipment in an automotive workplace

- AURETR115 Inspect, test and service batteries
- AURTTA105 Select and use bearings, seals, gaskets, sealants and adhesives
- AURTTA127 Carry out basic vehicle servicing operations
- AURTTE104 Inspect and service engines
- AURTTJ011 Balance wheels and tyres

Cost

✻ ***VETiS –VET in Schools government funding.***

This course attracts VETiS funding. If your student choses to use their VETiS funding allocation for this subject, there will be no cost for the course.

If you have already utilised your VETiS funding allocation the full fee for service costs will be approximately $3,385-$3,505.

Required Course Materials (if any):

Please note: To comply with Workplace, Health and Safety requirements students will be required to supply their own Personal Protective Equipment.

Certificate II in Electrotechnology (Career Start)

UEE22011 — *1 Year Course*

Pre-requisite: Must be studying at a minimum General Mathematics — *QCE Credits 4*

Qualification offered by external RTO: — *TAFE QLD (RTO number: 0275)*

Brief Description of Subject

This prevocational course in Electrotechnology is recommended as a pre-apprenticeship pathway to a full Electrotechnology trade qualification in the fields of electrical or refrigeration and air-conditioning. Students gain practical experience in a hands-on training environment and will also be required to complete a vocational placement where students learn from a tradesperson working in the industry. Successful completion of this course also provides students with a 3 month "credit" they can apply to a future apprenticeship.

Units of Competency

- UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices
- UEENEEE104A Solve problems in d.c. circuits
- UEENEEE141A Use of routine equipment/plant/technologies in an energy sector environment
- UEENEEE148A Carry out routine work activities in an energy sector environment
- UEENEEE179A Identify and select components, accessories and materials for energy sector work
- UEENEEK142A Apply environmentally and sustainable procedures in the energy sector
- CPCCWHS1001 Prepare to work safely in the construction industry
- HLTAID001 Provide cardiopulmonary resuscitation
- UEENEEC010B Deliver a service to customers
- UEENEED101A Use computer applications relevant to a workplace
- UEENEEE020B Provide basic instruction in the use of electrotechnology apparatus
- UEENEEE102A Fabricate, assemble and dismantle utilities industry components
- UEENEEE105A Fix and secure electrotechnology equipment
- UEENEEH102A Repairs basic electronic apparatus faults by replacement of components
- RIIWHS204E Work safely at heights

Cost

**** VETiS –VET in Schools government funding.***

This course attracts VETiS funding. If your student chooses to use their VETiS funding allocation for this subject there will be no course costs.

If you have already utilised your VETiS funding allocation the full fee for service costs will be approximately $4,995.00.

This course is run off campus one day per week. Students will be required to make their own way to SkillsTech Acacia Ridge.

Required Course Materials

Laptop, Note pad, scientific calculator, sketchbook & a pack of pencils.

Please note: To comply with Workplace, Health and Safety requirements students will be required to supply their own Personal Protective Equipment.

Certificate II in Manufacturing Technology

MSM20216

2 Year Course *QCE Credits 4*

Corinda State High School (RTO number: 30464)

Brief Description of Subject

The Certificate II in Manufacturing Technology aims to give students the skills to pursue a career in the growing Advanced Manufacturing and Engineering Technology industries. Students will learn to utilise emerging manufacturing and engineering technologies such as 3D printers and 3D modelling and design software. With the emergence of makerspaces and a global push towards Manufacturing 4.0 this subject will position students with the skills for the jobs of tomorrow.

Units of Competency

• MSMENV272	Participate in environmentally sustainable work practices	Core
• MSMWHS200	Work safely	Core
• MSS402001	Apply competitive systems and practices	Core
• MSS402051	Apply quality standards	Core
• MSS402080	Undertake root cause analysis	Core
• MSMPCII299	Make an object from plastic	Elective
• VU21706	Create products using 3D printing	Elective
• MSMSUP101	Clean workplace or equipment	Elective

Group A

• MSS402031	Interpret product costs in terms of customer requirements	Elective

Group B

• MSMPCII295	Operate manufacturing equipment	Elective

Cost

As Corinda SHS is the RTO for delivery, cost of delivery for the qualification over 2 years is TBA.

Required Course Materials:

USB stick for backup of evidence.

Pen, pencil, ruler, eraser, student folder for collation of assessment evidence.

Certificate II in Kitchen Operations

SIT20461	
2 Year Course	*QCE Credits 4*
Qualification offered by external RTO:	*TBA*

Brief Description of Subject

The course will focus the delivery of qualifications to provide students with the skills and knowledge required for the Hospitality industry. The course will run with a teacher and access to industry experience and training. This qualification is designed to equip students with the skills to go directly into the food preparation and hospitality industry of Brisbane and beyond.

Certificate II in Kitchen Operations includes 12 services these will be completed in a variety of settings which may include school as well as external food preparation establishments.

Units of Competency

• BSBWOR203B	Work effectively with others	Core
• SITHCCC001	Use food preparation equipment	Core
• SITHCCC005	Prepare dishes using basic methods of cookery	Core
• SITHCCC011	Use cookery skills effectively	Core
• SITHKOP001	Clean kitchen premises and equipment	Core
• SITXFSA001	Use hygienic practices for food safety	Core
• SITXINV002	Maintain the quality of perishable items	Core
• SITXWHS001	Participate in safe work practices	Core

Elective

• SITHCCC002	Prepare and present simple dishes	Elective
• SITHCCC003	Prepare and present sandwiches	Elective
• SITHFAB002	Provide responsible service of alcohol	Elective
SITXCOM002	Show social and cultural sensitivity	Elective
• SITXFSA002	Participate in safe food handling practices	Elective

** Assessment to take place during structured work-placement, on campus Backstage Brew Café can be used to fulfil some of the requirements.*

Cost

**** VETiS –VET in Schools government funding. Students will need to apply and enrol in this course separately to the SET planning process.***

This course attracts VETiS funding. If your student choses to use their VETiS funding allocation for this subject, there will be no training cost for the course.

If you have already utilised your VETiS funding allocation the full fee for service costs will be approximately TBA.

Materials costs for the course will be TBA

Required Course Materials (if any):

Students will be required to provide their own Personal Protective Equipment and Hospitality uniform - cost TBA.

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Certificate II in Plumbing

11054NAT

1 Year Course *QCE Credits 4*

Qualification offered by external RTO: *TAFE QLD (RTO number: 0275)*
Delivered at TAFE QLD SkillsTech 1 day/wk.

Brief Description of Subject

Certificate II in Plumbing is designed to increase students' prospects for a career in the plumbing industry. Students will learn how to operate hand and power tools, read plans and perform basic welding and plumbing installation techniques. They will also receive training for their General Safety Induction (White Card), which is an industry requirement to work on a construction site in Australia. Students will be required to complete a compulsory 80 hours of Vocational Placement during school holidays.

Units of Competency

- ASBAWA201 Practice asbestos awareness in the construction industry
- CPCCCM2008 Erect and dismantle restricted height scaffolding
- CPCCCM2012 Work safely at heights
- CPCCOM1012 Work effectively and sustainably in the construction industry
- CPCCOM1013 Plan and organise work
- CPCCWHS1001 Prepare to work safely in the construction industry
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
- CPCPCM2039 Carry out interactive workplace communication
- CPCPCM2041 Work effectively in the plumbing and services sector
- CPCPCM2043 Carry out WHS requirements
- CPCPCM2045 Handle and store plumbing materials
- CPCPCM2046 Use plumbing hand and power tools
- CPCPCM2047 Carry out levelling
- CPCPCM2048 Cut and join sheet metal
- CPCPCM2055 Work safely on roofs
- HLTAID011 Provide first aid
- CPCCOM1015 Carry out measurements and calculations
- CPCPCM2054 Carry out simple concreting and rendering

Cost

**** VETiS –VET in Schools government funding. Students will need to apply and enrol in this course separately to the SET planning process.***

This course attracts VETiS funding. If your student choses to use their VETiS funding allocation for this subject, there will be no cost for the course.

If you have already utilised your VETiS funding allocation the full fee for service costs will be approximately $5,835.

Required Course Materials (if any):

Students will be required to provide their own Personal Protective Equipment, have access to and bring personal stationery, a USB (minimum of 4GB), a calculator, and tools/equipment including a 5m tape measure.

Certificate III in Active Volunteering

CHC30415	*QCE Credits 8*
Qualification offered by external RTO:	*Volunteering Queensland (RTO number: 6020)*

Brief Description of Subject

Through participation in Active Volunteering, students will develop a range of skills that will assist them as volunteers to work effectively with both clients and colleagues. Students will have opportunities to participate in group projects and volunteer placements developing communication and team work skills essential for working effectively with others. The course combines general and vocational components to provide meaningful learning experiences and lifelong skills.

Units of Competency

The following competencies of the Certificate III in Active Volunteering training package (CHC30415) are covered in this course:

- BSBWRT311 Write simple documents
- BSBTEC303 Create electronic presentations
- BSBTEC301 Design and produce business documents
- HLTAID011 Provide first aid
- BSBWOR301 Organise personal work priorities and development
- CHCCOM002 Use communication to build relationships
- CHCLEG001 Work legally and ethically

All units from Cert II Active Volunteering are used in Credit Transfer for the successful completion of this course

Cost

Cost of delivery for the qualification over 1 year is approximately $321.00. Payment is required in the year of study and is included in the school fees.

Required Course Materials (if any):

Students will be required to have an exercise book.

Pens, pencils, ruler, eraser and student folder for collation of assessment evidence.

Certificate III in Dance

CUA30120

1 Year Course (Every Tuesday 9am – 6pm) *QCE Credits 8*

Qualification offered by external RTO: *RAW DANCE COMPANY (RTO number: 41385)*

Brief Description of Subject

RAW's CUA30120 Certificate III in Dance is an intermediate dance qualification for Year 10-12 students looking to continue with an external dance qualification to fast track their dance development. The Certificate III in Dance operates within the school environment and facilities and subjects can include Ballet, Hip Hop, Lyrical, Tap, Contemporary, Fitness, Stretch, Nutrition, Safe Dance Practice & Dance Business Management.

Units of Competency

All students will be required to complete a practical dance audition along with a written & verbal interview. The Certificate III in Dance requires a medium level competency of reading, written, oral & numeracy skills, delivered over 13 units as set out below:

- CUACHR311 Develop basic dance composition skills
- CUADAN331 Integrate rhythm into movement activities
- CUAIND311 Work effectively in the creative arts industry
- CUAPRF317 Develop performance techniques
- CUAWHS311 Condition the body for dance performance
- CUADAN314 Develop dance improvisation skills
- CUADAN315 Increase depth of jazz dance techniques
- CUADAN318 Increase depth of contemporary dance techniques
- CUADAN319 Increase depth of street dance techniques
- CUADAN321 Increase depth of tap dance techniques
- CUADAN322 Increase depth of lyrical dance techniques
- CUAPRF314 Develop audition techniques
- CUACIR301 Perform basic on-ground acrobatic techniques

Cost

This course is delivered by our External Registered Training Organisation but **does not** attract VETiS funding. The full fee for service is $4,450.00 (50 weekly payments of $89), payable directly to RAW. Other costs include $70 RAW jacket, $100 Showcase Costumes, $30-40 Showcase Tix.

Required Course Materials:

Students will be required to have the Corinda Dance Uniform, correct dance shoes and makeup equipment. A laptop is compulsory to complete online modules and assessment.
Pens, pencils, ruler, eraser, and a USB for collation of assessment evidence.

Certificate III in Health Services Assistance

HLT33015 | *QCE Credits 6*

Qualification offered by external RTO: *Mater Education*
Delivered at Mater Education Centre (South Brisbane) 1 day/wk. *(RTO number: 5210)*

Brief Description of Subject

This program is an opportunity for senior students wanting to pursue a career in healthcare to gain firsthand experience in a hospital setting, whilst completing school. Students enrolled in the program will undertake study from either Year 11 terms 1 – 3, or Year 11 term 4 to Year 12 term 3. At the completion of the course students will receive the following qualifications:

Units of Competency

Core Units

- BSBMED301 Interpret and apply medical terminology
- HLTAAP001 Recognise healthy body systems
- BSBWOR301 Organise personal work priorities and development
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWHS001 Participate in Workplace health and safety

Elective Units

- CHCCCS010 Maintain a high standard of service
- CHCCCS012 Prepare and maintain beds
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS026 Transport individuals
- HLTAID003 Provide first aid
- BSBFLM312 Contribute to team effectiveness
- CHCCCS002 Assist with movement
- CHCCCS011 Meet personal support needs

Cost

Cost of delivery of this course is $750 plus VETiS Funding eligibility.

Required Course Materials:

Students will also be required to purchase a Mater Polo Shirt to wear as part of the program (approximately $60-$80 per shirt).

Other TAFE Options

Some other popular options at TAFE include but are not limited to:

- **Certificate III in Early Childhood Education and Care** (CHC30113)
- **Certificate III in Make-Up** (SHB30215)
- **Certificate II in Salon Assistant** (SHB20216)
- **Certificate II in Music** (CUA20620)
- **Certificate II in Applied Fashion Design and Technology** (MST20616)
- **Certificate II in Plumbing Services** (11054NAT)
- **Certificate II in Supply Chain Operations** (TLI20420)

Other TAFE options can be found online or by collecting an information booklet from the Senior Schooling Department.

If students are interested in completing a TAFE at School course, they should communicate this to the Senior Schooling Head of Department.

PRE-REQUISITES FOR 2023/2034 SUBJECTS

Name of Subject	Pre-requisite
Accounting	B in Maths and English (or C with HOD approval)
Ancient History	C+ in Year 10 Humanities
Biology	C in Maths, B in Science and English
Chemistry	B in Core Maths or B- in Extension Maths, B in Science and English
Chinese*	C in Year 10 Chinese
Dance	C in English, recommended studying General English or Literature
Design	C in year 10 English
Digital Solutions	B in Maths and English (or C with HOD approval)
Drama	C in English, recommended studying General English or Literature
Economics	B in Year 10 Humanities
Engineering	C+ in Extension Maths OR B+ in Core Maths B in English
English	B in year 10 English
English as Additional Language	B in year 10 English
French*	C or higher in Year 10 French
General Mathematics	C in Core Maths (Any in Extension Maths)
Geography	C in Year 10 Humanities
German*	C in Year 10 German
Health Education	C in Year 10 English, recommended studying General English or Literature Year 11.
Information & Communication Technologies	C in Maths and English
Japanese*	C in Year 10 Japanese
Legal Studies	B in Year 10 Humanities
Literature	B in year 10 English
Mathematical Methods	C+ in Extension Maths
Modern History	C+ in Year 10 Humanities

Name of Subject	Pre-requisite
Music	C in English, recommended studying General English or Literature. Ability to read music notation desirable.
Philosophy & Reason	B in Year 10 Humanities C in Year 10 Honours
Physical Education	C in Year 10 PES C in Year 10 English, recommended studying General English or Literature Year 11.
Physics	B+ in Maths Core or C+ in Extension Maths B in Science (particularly physics unit) B in English
Spanish*	C in Year 10 Spanish
Visual Art	C in English, recommended studying General English or Literature
Specialist Mathematics	B+ in Extension Maths

VET Subjects	Pre-requisite
Cert II in Electrotechnology	C in year 10 English, Maths and Science
Certificate IV Qualification	C in year 10 English
Diploma Qualification	B in year 10 English, C in year 10 Maths (or C in English with Very Good or Excellent behaviour and effort across subjects)

IT Subjects	Pre-requisite
Industrial Graphic Skills	Windows laptop Windows 11 (NOT Windows 10S) 64bit capable CPU (i5 / Ryzen 5 or above) Dual Band Wireless (Capable of 5GHZ Wireless) 8GB Ram or above 256GB SSD or above Dedicated Video Card 2GB Memory or Higher Sufficient space on device to download required software and operate the programs.
Media Arts in Practice	

*There is always an opportunity for students to start a language in senior without having completed the language in junior but this must be submitted after negotiation. Also, if a student did not complete Year 10 Languages but was exceptional in Year 9 Languages this would also be taken into consideration

2023 Subject Preference Form- Year 10 into Year 11

Student Name: _____ Home Group: _____

Step 1 Review your online SET-P with your Parent / Guardian http://oslp.eq.edu.au

Step 2 Review subject preferences in conjunction with the Corinda Senior Subject Handbook to support your career pathway www.corindashs.eq.edu.au

Step 3 Select six (6) subject choices from the following:

	Choice 1 Select one (1)	Choice 2 Select one (1)	Choice 3 Select three (3)	Choice 4 Select one (1)
Group A General subjects	☐ General English ☐ English as an additional language ☐ Literature	☐ General Mathematics ☐ Mathematical methods	☐ Specialist Mathematics ☐ Accounting ☐ Ancient History ☐ Modern History ☐ Economics ☐ Geography ☐ Legal Studies ☐ Philosophy & Reason ☐ Design ☐ Digital solutions ☐ Engineering ☐ Food and Nutrition ☐ Health ☐ Physical Education ☐ Biology ☐ Chemistry ☐ Physics ☐ Chinese ☐ French ☐ German ☐ Japanese ☐ Spanish ☐ Music ☐ Dance ☐ Drama ☐ Visual Art ☐ Literature	☐ Specialist Mathematics ☐ Accounting ☐ Ancient History ☐ Modern History ☐ Economics ☐ Geography ☐ Legal Studies ☐ Philosophy & Reason ☐ Design ☐ Digital solutions ☐ Engineering ☐ Food and Nutrition ☐ Health ☐ Physical Education ☐ Biology ☐ Chemistry ☐ Physics ☐ Chinese ☐ French ☐ German ☐ Japanese ☐ Spanish ☐ Music ☐ Dance ☐ Drama ☐ Visual Art ☐ Literature
Group B Applied subjects	☐ Essential English	☐ Essential Maths	☐ Agricultural Practices ☐ Business Studies ☐ Furnishing Skills ☐ Engineering Skills ☐ Hospitality Practices ☐ Media Arts in Practice ☐ Sport and Recreation ☐ Science in Practice ☐ Social & Community Studies ☐ Dance in Practice ☐ Visual Arts in Practice ☐ Music in Practice	☐ Agricultural Practices ☐ Business Studies ☐ Furnishing Skills ☐ Engineering Skills ☐ Hospitality Practices ☐ Media Arts in Practice ☐ Sport and Recreation ☐ Science in Practice ☐ Social and Community Studies ☐ Dance in Practice ☐ Visual Arts in Practice ☐ Music in Practice
Group C School based VET			☐ Cert II Applied Digital Technologies ☐ Cert II Manufacturing Technology ☐ Cert II in Furniture Making Pathways ☐ Cert II in Skills for Work and Vocational Pathways (Multiple VETis funded choices need individual approval)	☐ Cert I Construction ☐ Cert II Automotive ☐ Cert II Electrotechnology ☐ Cert II Engineering Pathways ☐ Cert III in Health Services Assistance ☐ Cert III in Fitness ☐ Cert II Kitchen Operations ☐ Cert IV in Justice Studies ☐ Diploma in Business ☐ External VET course Course name:_____

Step 4 Bring this completed Subject Preference Form to your SET-P interview

2023/2024

Exceed Your Expectations

Senior Schooling Contact:

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