

SENIOR HANDBOOK

2024 - 2025

....Navigating the future



Inspiring young women since 1964



Current as of June 2023

Contents

Message from the Principal _____	1
Senior Education Profile _____	3
Statement of results.....	3
Queensland Certificate of Education (QCE)	3
Queensland Certificate of Individual Achievement (QCIA)	3
Senior subjects _____	3
Underpinning factors	4
Vocational education and training (VET)	5
Australian Tertiary Admission Rank (ATAR) eligibility	5
General syllabuses _____	6
Structure	6
Assessment	6
Applied syllabuses _____	8
Structure	8
Assessment	8
Senior External Examinations.....	9
Assessment.....	9
QCAA senior syllabuses _____	10
Religion.....	11
English.....	15
Mathematics	21
Science.....	29
Humanities.....	37
Technologies	51
The Arts	57
Languages.....	65
Learning Partners.....	71
Vocational Education Training _____	73

Message from the Principal

Dear Parents and Students,

For the Senior Class of 2025, an interesting and ever evolving landscape awaits. The Queensland Certificate of Education (QCE) is not a certificate awarded to everyone. It is only provided to those who have earned it through completing a set amount of study to a set standard.

At Our Lady's College, we have two main pathways: **Academic** - leading to an ATAR and University or TAFE study, and **Vocational** - leading to further study (usually TAFE, an apprenticeship or a traineeship) or work. However, more and more, the lines between these pathways are becoming more blurred. In selecting a pathway best suited to you, be aware that there are **no** easy options. The award that you seek must be earned – that means commitment, diligence, and focus. In the Josephite tradition of a supportive community, we operate on the values of:



- ❖ Family Spirit – being supported by our caring teaching staff so that you grow academically, spiritually, socially and emotionally;
- ❖ Dignity and Respect – for your own and other's giftedness;
- ❖ Self-Responsibility – to rely more and more on your own ability and goals to focus you.

You should expect only your best.

As senior students, you are expected to demonstrate these values in your attitude and actions. Your approach will determine your personal success, set an example for younger students, and represent us in the wider community.

This handbook is designed to provide you with information about senior studies. The Pastoral Care sessions, Year 10 Information Evening and SET Plan Interview provide forums for you to discuss details regarding course selection in light of post school options: Where am I going? How will I get there?

I encourage you to talk with your teachers, research options, consider your strengths and weaknesses, and assess your long-term goals before making your decision about pathway and subjects. Utilise resources available to you, such as: QTAC's My Path, and the QCAA website.

Our College motto 'Ad Altiora' encourages you to strive ever higher in defining your gifts and using them to maximum potential. We hope that you make subject and course decisions which will make the most of your special talents, interests, and abilities. Choosing well will not only affect your results, but also how you feel about yourself.

Our Lady's College looks forward to your active participation in the life of this College. May God guide you in making wise choices as you move into the next chapter of your life's journey.

Yours sincerely,

Andree Rice

Principal

Senior Education Profile

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

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

For more information about the SEP see:

<https://www.qcaa.qld.edu.au/senior>

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.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although not 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.

Course Delivery Modes

QCAA subjects listed in this book include General and Applied courses which are delivered in face-to-face mode on campus, and external online courses delivered by registered providers. Course fees for all external providers are set by the providers and may be subject to change. Online QCAA courses provided through external providers are studied on campus at Our Lady's College.

VET courses taught by external providers (TAFE) are completed off campus. VET courses taught by OLC staff (Binnacle courses) are scheduled within the normal school timetable on campus.

All external provider courses are subject to availability limits and their timetables.

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.dewr.gov.au/skills-information-training-providers/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.

Vocational education and training (VET)

Students can access VET programs at Our Lady's College via:

- Binnacle Training and Barrington College at the Our Lady's College
- TAFE study
- a school-based apprenticeship or traineeship.

Australian Tertiary Admission Rank (ATAR) eligibility

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

English requirement

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

Satisfactory completion will require students to attain a result of "C" or better 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.

Please be aware that some tertiary institutions may not accept Essential English for entry to some courses. The selection of the English course should be made in the context of the wider pathway consideration.

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. All results in Units 3 & 4 are paired – ie there is only one result for the pair of units.

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

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.

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/certificates-and-qualifications/sep/sep-calendar>

Results are based solely on students' 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.

QCAA senior syllabuses

Religion

General

- Study of Religion

Applied

- Religion & Ethics

English

General

- English
- English as an Additional Language

Applied

- Essential English

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics (OLC / FisherOne)

Applied

- Essential Mathematics

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Humanities

General

- Aboriginal and Torres Strait Islander Studies (BSDE)
- Accounting
- Ancient History (FisherOne)
- Geography (OLC / BSDE)
- Legal Studies
- Modern History (OLC / FisherOne)
- Philosophy and Reason (BSDE)

Technologies

General

- Digital Solutions (FisherOne)

Applied

- Hospitality Practices
- Information and Communication Technology (FisherOne)

The Arts

General

- Dance (BSDE)
- Drama
- Music
- Visual Art

Languages

General

- Chinese (BSDE)
- Japanese (FisherOne)
- Spanish (BSDE)

Senior External Examination only

These exams can only be applied for in Term One of the final year of school.

- Vietnamese

Vocational Education Training

- Certificate III Business (Binnacle)
- Diploma of Business (Barrington)
- Certificate II/III of Sport and Recreation (Binnacle)

BARRINGTON COLLEGE
AUSTRALIA



BrisbaneSDE
SCHOOL OF THE FUTURE



St John Fisher College
FisherONE
Online Education

Study of Religion

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> • Sacred texts • Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> • Religion and the nation–state • Religion and human rights

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): <ul style="list-style-type: none"> • Examination — extended response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — inquiry response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — inquiry response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short response 	25%

Religion & Ethics

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries

Structure

Religion & Ethics is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study. The four units studied are outlined below:

Unit 1	Unit 2	Unit 3	Unit 4
<p>World Religions and Spiritualities</p> <ul style="list-style-type: none"> Students can consider the role of community-based events that contribute to an understanding of religious and spiritual diversity. key beliefs, teachings and ritual practices of world religions and spiritualities teachings from founders, prophets, spiritual leaders and sacred stories in guiding and shaping communities' beliefs and practices the diversity and adaptability of religions and spiritualities across different contexts, times and places. 	<p>Meaning, Purpose and Expression</p> <ul style="list-style-type: none"> Religious, spiritual and ethical teachings and practices the role rituals can play in life transitions and significant events when forming and nurturing identity factors of spiritual identity, e.g. relationship with the divine or ethereal world, significant relationships and events, sacred stories, culture, connection with the environment, influential people or leaders psychological and ethical theories, e.g. theories of Kohlberg, Myers–Briggs. 	<p>Australian Identity</p> <ul style="list-style-type: none"> How religious, spiritual and ethical perspectives shape and express Australian values and norms Aboriginal peoples' spiritualities and Torres Strait Islander peoples' religion and how they express beliefs, values and traditions societal groups' approaches to the role of sacred place in forming and enhancing community identity societal groups' (such as sporting clubs, medical and legal professions, business community) ethical approaches to issues and alignment with religions and spiritualities the role of the media, including entertainment and social media, in representing Australian religious, spiritual and ethical views. 	<p>Social Justice</p> <ul style="list-style-type: none"> explores religious and ethical responses to social justice issues. the concept of human dignity and its expression and attainment in various communities Religious moral codes and guidelines Pathways toward a just society through practices such as reconciliation, forgiveness and restorative justice approaches for analysing social situations and making ethical decisions decision-making frameworks and models for putting justice into action.

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
<p>Summative internal assessment 1 (IA1): Extended Response Students respond to stimulus related to a scenario about peacekeeping or peacebuilding.</p>	<p>Summative internal assessment 3 (IA3): Extended Response Students respond to stimulus related to a scenario about social justice.</p>
<p>Summative internal assessment 2 (IA2): Project Students examine a scenario and develop a community awareness campaign in response.</p>	<p>Summative internal assessment (IA4): Project – Students provide a view on a scenario related to human dignity</p>

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 <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

English as an Additional Language

General senior subject

General

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

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

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

Pathways

English as an Additional Language is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that

prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in text Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> 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 everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

A course of study in Essential English promotes open-mindedness, imagination,

critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian 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): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

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

Assessment

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 <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

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			

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

Assessment

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			

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context

related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

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 <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

Assessment

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

Assessment

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

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

Summative assessments

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

Physics

General senior subject

General

From 2023, the alternative sequence will be offered. Alternative sequences have the same syllabus objectives and subject matter as the parent syllabus but where necessary may reorganise subject matter and assessment requirements to ensure comparable complexity across Units 1 and 2 and Units 3 and 4.

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate

and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

A course of study in Physics (AS) 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
Physics of Motion <ul style="list-style-type: none"> • Linear motion and force • Gravity and motion 	Einstein's famous equation <ul style="list-style-type: none"> • Special relativity • Ionising radiation and nuclear reactions • The Standard Model 	The Transfer and Use of Energy <ul style="list-style-type: none"> • Heating processes • Waves • Electrical circuits 	Electromagnetism and quantum theory <ul style="list-style-type: none"> • Electromagnetism • Quantum theory

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			

Psychology

General senior subject

General

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

Psychology aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. They will form an appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour. They will gain an understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations. Students will gain the ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence. They will be able to critically evaluate psychological concepts,

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interpretations, claims and conclusions with reference to evidence. Students will develop the ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

Aboriginal and Torres Strait Islander Studies

General senior subject



General

Aboriginal and Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. As these are the oldest living cultures in the world, this study is relevant for all students and is fundamental to an understanding of a shared Australian identity. It also makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures through an approach that informs an understanding of the past, present and future.

Aboriginal and Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. Students also learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, all students should develop an empathy and respect for the ways people think, feel and act, as well as an informed awareness of the diversity that exists locally and globally

Pathways

Aboriginal and Torres Strait Islander Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in

Aboriginal and Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism

Objectives

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

- define and use terminology
- demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies
- analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples
- consider and organise information from sources
- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate meaning to suit purpose.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and a Humanities and Social Science subject due to the literacy demands of the subject

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections <ul style="list-style-type: none"> • Significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach 	Continuity, change and influences <ul style="list-style-type: none"> • Topic 1: Resistance • Topic 2: Social and political change 	Responses and contributions <ul style="list-style-type: none"> • Topic 1: Rights and freedoms • Topic 2: Land rights 	Moving forward <ul style="list-style-type: none"> • Topic 1: Resilience • Topic 2: Reconciliation and recognition

Assessment

BSDE will devise assessments in Unit 1 and 2 to prepare students for Unit 3 and Unit 4 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): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation – inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%

Accounting

General senior subject

General

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of

authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

Accounting is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

Objectives

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

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- 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 <ul style="list-style-type: none"> Accounting for a service business – cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business – no GST 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business Fully classified financial statement reporting for a trading GST business 	Accounting – the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Combination 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, 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 evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the Ancient World</p> <ul style="list-style-type: none"> • 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 	<p>Personalities in their times</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the Ancient World</p> <ul style="list-style-type: none"> • 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 	<p>People, power and authority</p> <ul style="list-style-type: none"> • Egypt: New Kingdom Imperialism • Greece: the Persian Wars • Greece: the Peloponnesian War • Rome: the Punic Wars • Rome: Civil War and the breakdown of the Republic • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Julius 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): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Geography

General senior subject



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

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. These pathways draw on the skills acquired through understanding and using spatial technologies.

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.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and a Humanities and Social Science subject due to the literacy demands of the subject. It is also recommended that students have achieved a C or above in Year 10 Maths due to the numeracy demands of the subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable Places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover Transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population Change <ul style="list-style-type: none"> Population challenges in Australia Global population Change

Assessment

BSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 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): • 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
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Beyond reasonable doubt</p> <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	<p>Balance of probabilities</p> <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	<p>Law, governance and change</p> <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	<p>Human rights in legal contexts</p> <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• 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
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • 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 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Meiji Restoration, 1868–1912 	<ul style="list-style-type: none"> • Independence movement in Algeria, 1945–1962 	<ul style="list-style-type: none"> • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	<ul style="list-style-type: none"> • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

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 and Reason

General senior subject



General

Philosophy and 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, communicate 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.

Pathways

A course of study in Philosophy and Reason specifically focuses on the development of transferable skills, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility. Students are thus prepared for post-school participation in a wide range of fields, including business, communication, ethics, journalism, law, politics, professional writing, psychology, science research, and teaching. Studying Philosophy and Reason provides students with the skills of collaboration,

communication, and critical thinking which are essential to informed participation in modern society.

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.

Recommendations for success

Philosophy and Reason requires a high level of literacy. It is strongly recommended that a student has achieved a B or above in Year 10 English.

Collaboration and communication are integral to the study of Philosophy. Students should be willing to share ideas with others and to actively participate in class discussions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none"> The learning consists of the fundamental concepts, skills, knowledge and understanding of the discipline of philosophy 	Reason in Philosophy <ul style="list-style-type: none"> Philosophy of religion Philosophy of mind 	Moral philosophy and schools of thought <ul style="list-style-type: none"> Topic 1: Moral philosophy Topic 2: Philosophical schools of thought 	Social and political Philosophy <ul style="list-style-type: none"> Topic 1: Rights Topic 2: Political philosophy

Assessment

Students will complete three formal assessments in Units 1 and 2, as well as a range of formative tasks.

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): <ul style="list-style-type: none"> Examination — extended response — analytical essay based on Unit 3 Topic 1 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — analytical essay based on Unit 4 Topic 1 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — analytical essay based on Unit 3 Topic 2 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — extended response — analytical essay based on Unit 4 Topic 2 	25%

Digital Solutions

General senior subject



Applied

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 should:

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

Structure

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

Assessment

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

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

Summative assessments

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

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 conclusion 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
<ul style="list-style-type: none"> • Navigating the hospitality industry • Working effectively with others • Hospitality in practice 	<ul style="list-style-type: none"> • 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 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.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Information and Communication Technology

Applied senior subject



Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to

information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping 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 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 conclusion of the course of study, students should:

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Structure

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

Unit Option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

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 skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.
- Objectives
- By the conclusion of the course of study, students will:

Prerequisites

It is a prerequisite for all students to be an active member of a reputable private dance studio. Students are required to participate in regular dance classes, in a variety of genres, including contemporary, at their private studio at least four hours per week. This course is aimed at skilled dancers who already have solid knowledge and technique.

Enrolment in a private dance studio is mandatory as there are no practical dance classes administered through BrisbaneSDE. Students will be required to use a challenging dance work they learn at their private studio for their performance assessment in Unit 1. Specific requirements, such as the genre and length, will be supplied to the student at the commencement of the course.

Due to the practicalities of teaching and assessing this subject, it will not be available to overseas and travelling students.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: Contemporary At least one other genre • Subject matter: Meaning, purpose and context Historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: Contemporary At least one other Genre • Subject matter: Physical dance environments including site-specific dance Virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: Contemporary At least one other genre • Subject matter: Social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: Fusion of movement styles • Subject matter: Developing a personal movement style Personal viewpoints and influences on genre and style

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

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%		
Units 3 and 4			
Summative external assessment (EA): • Examination — extended response			25%

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
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • 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

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

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

Assessment

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

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

Summative assessments

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

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

Assessment

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

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

Summative assessments

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

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.

Recommendation for success

Completion of Year 10 Chinese based on the Australian Curriculum or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this prerequisite to be waived must contact the BrisbaneSDE Head of Department for Languages

Students must be able to read and write Year 10 level Chinese characters.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Chinese culture to the world 	社会现象 Our Society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society 	我的未来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Assessment

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.

Recommendation for success

Completion of Year 10 Spanish based on the Australian Curriculum or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this prerequisite to be waived must contact the BrisbaneSDE Head of Department for Languages..

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	La exploración de nuestro mundo Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Spanish culture to the world 	Nuestra Sociedad Our Society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society 	Mi future My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 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): • 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%

Senior External Examination Languages

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

- Vietnamese

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

Learning Partners



FisherONE Online Education



The cost of a single subject enrolment for each pair of units (Units 1/2 and Units 3/4) in 2024 will be:

- Brisbane Catholic Education Students: \$950**
- Non-Brisbane Catholic Education Students: \$1300**

This includes a \$150 non-refundable enrolment fee, payable upon acceptance of enrolment. The balance of fees will be charged in Week 4 of Term 1 each year; new enrolments that withdraw before the end of Week 3 will not be charged.

*** Prices subject to change*

Brisbane School of Distance Education



Compulsory distance education fee	
<ul style="list-style-type: none"> • This fee prescribed under the Education (General Provisions) Regulation 2017 will increase annually with the Queensland Government indexation rate of 2.5% • Fee is payable per student/subject studied • Enrolment received after 27 February 2023 will be invoiced individually • Reduced fees apply for enrolments commencing in Semester 2 (\$754.45); invoiced individually 	\$ 1508.29
General resource fee	
<ul style="list-style-type: none"> • Annual charge • Fee applies to each student enrolled • The Textbook Resource Allowance (TRA) is used to reduce the general resource fee accordingly for students enrolled before 1 March 2023; this will be reflected on invoices according to the TRA eligibility for each student • Half fees apply for enrolments commencing in Semester 2 (\$50.00); TRA is not claimed for these students 	\$ 100.00

Vocational Education Training

Vocational Education and Training

Further education and training is available through TAFE Colleges and other Registered Training Organisations (RTOs). Vocational Education and Training (VET) Courses available through TAFE Colleges and other RTOs are typically based on Nationally Recognised Training Packages, are industry specific providing specialised training, and are recognised nationally and internationally.

This process can begin at Our Lady's College. The College partners with Binnacle Training (RTO: 31319) to deliver *BSB30120 Certificate III in Business* and *SIS30115 Certificate III in Sport and Recreation* whilst the *Diploma of Business in Schools (BSB50120)* is delivered in partnership with Barrington College (RTO: 45030). (This information is correct at the time of publication).

Students can access other Certificate II and III and Diploma courses in a number of areas including Business, Art, IT, Childcare and Hairdressing through studying concurrently with TAFE Brisbane. Certificate II and III courses are not only the entry point to rewarding and well-paying careers but are also the beginning of further study options available to students. Today there are many diploma and advanced diploma courses available through TAFE Colleges and other RTOs. Many of these qualifications can even gain credit if a student later transfers to a university course, reducing the university study time.

Students wishing to enter into vocational education and training after year 12 are advised to select subjects in years 11 and 12 in which they are interested and feel they will do well. Of particular importance are the choices made with regards to English and Mathematics. Usually, VET courses require a sound achievement in English and Mathematics. It does not matter which Mathematics or English course, General or Applied, is selected as long as a sound achievement is gained. All General and Applied subjects are open to students intending to follow a VET pathway when leaving school. Results of Certificates and QCAA courses will appear on the Queensland Certificate of Education and appear on your Statement of Results. A separate Certificate or Statement of Attainment will also be issued by the relevant RTO for each VET course studied.

Employment after Year 12

Students may choose to study a mixture of General subjects, Applied subjects and Certificate courses. Study which is directly related to careers of interest or areas of personal interest is likely to be the most rewarding and the most likely to lead to successful entry into the workforce.

A School-Based Apprenticeship or Traineeship can be commenced whilst the student is still at school. This allows for the possibility of achievement of a Queensland Certificate of Education whilst starting part time work and study in a career of particular interest. Further information regarding this pathway is available through the College Guidance Counsellor and VET Middle Leader.

CERTIFICATE III IN BUSINESS – BSB30120

<u>IMPORTANT</u> PROGRAM DISCLOSURE STATEMENT (PDS)	<p>This 2024 Course Schedule is current at the time of publishing and should be read as a guide only. This document is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, <u>and</u> those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services).</p> <p>To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto</p>
REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
Subject Type	Vocational Education and Training
Nationally Recognised Qualifications	CERTIFICATE III IN BUSINESS: BSB30120
Course Length	2 years
Cost	\$280
Reasons to Study the Subject:	<p><u>QCE Credits</u>: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>Graduates will be competent in a range of essential business skills including: personal management and effective communication techniques, customer service, leadership and innovation, critical thinking, business technology and documents, financial literacy, workplace health and safety, inclusive work practices and participating in sustainable work practices.</p>
<u>ENTRY REQUIREMENTS</u>	
<p>Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.</p> <p>A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.</p>	

Topics of Study / Learning Experiences	TERM 1	TERM 2	TERM 3	TERM 4	
	TOPICS <ul style="list-style-type: none"> • Introduction to the Business Services Industry • Personal Wellbeing in the Workplace • Organise Personal Work Priorities 	TOPICS <ul style="list-style-type: none"> • Develop and Apply Knowledge of Personal Finances 	TOPICS <ul style="list-style-type: none"> • Workplace Health and Safety • Sustainable Work Practices 	TOPICS <ul style="list-style-type: none"> • Inclusive Work Practices • Engage in Workplace Communication 	
	PROJECTS <ul style="list-style-type: none"> • Wellbeing in the Workplace 	PROJECTS <ul style="list-style-type: none"> • Knowledge of personal finances 	PROJECTS <ul style="list-style-type: none"> • WHS Processes at the 'Go! Regional' Travel Expo 	PROJECTS <ul style="list-style-type: none"> • Inclusivity and Communication in the Workplace 	
	TERM 5	TERM 6	TERM 7	TERM 8	
	TOPICS <ul style="list-style-type: none"> • Work in a Team • Critical Thinking Skills 	TOPICS <ul style="list-style-type: none"> • Create Electronic Presentations • Creating Presentations Using PowerPoint • Write Simple Documents 	TOPICS <ul style="list-style-type: none"> • Critical Thinking and Problem Solving 		
	PROJECTS <ul style="list-style-type: none"> • Critical Thinking at Go! Travel 	PROJECTS <ul style="list-style-type: none"> • Binnacle Boss (Part 1) Business Proposal 	PROJECTS <ul style="list-style-type: none"> • Binnacle Boss (Part 2) Market Day / Entrepreneurship Expo 		
Learning and Assessment	<p>The program will be delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services within the school community.</p> <p>The program also includes the following:</p> <p>Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss.</p> <p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p><u>NOTE:</u> From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).</p>				
PATHWAYS	<p>The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:</p> <ul style="list-style-type: none"> • Business Owner • Business Manager • Customer Service Manager <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further</p>				

	information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

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

DIPLOMA OF BUSINESS – BSB50120. Delivered by Barrington College

Our Lady's College, in partnership with Barrington College (RTO: 45030), will facilitate the Diploma of Business. Barrington College is a boutique provider of vocational education, providing creative and leading-edge educational solutions.

The Diploma of Business is a nationally recognised qualification that provides students with an umbrella view of the business industry. This qualification opens a student's world to endless pathways across many different fields including; human resources, marketing, banking, retail, accounting, IT and small business. Further details including entry requirements, Course outlines, duration and cost, can be obtained from the College's VET Middle Leader.



Duration | 18 months in school delivery

Course Structure | 12 units Core Units | 5 units

BSBCRT511 Develop Critical Thinking in Others

BSBFIN501 Manage Budgets and Financial Plans

BSBOPS501 Manage Business Resources

BSBXCM501 Lead Communication in the Workplace

BSBSUS511 Develop Workplace Policies and Procedures for Sustainability

Elective Units | 7 units

BSBHRM525 Manage Recruitment and Onboarding

BSBOPS504 Manage Business Risk

BSBPMG430 Undertake Project Work

BSBTWK503 Manage Meetings

BSBPEF502 Develop and Use Emotional Intelligence

BSBCMM411 Make Presentations

BSBMKG541 Identify and Evaluate Marketing Opportunities

Course Fees (as at August 2023)

Tuition fees: \$2,250.00

Enrolment fee (non-refundable): \$250

Total: \$2,500

A monthly instalment plan payment option is available for an additional charge of \$100

CERTIFICATE II IN SPORT AND RECREATION – SIS20115
CERTIFICATE III IN SPORT AND RECREATION – SIS30115

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</p> <p>To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto and select 'RTO Files'.</p>
REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
Subject Type	Vocational Education and Training (VET) Qualification
Nationally Recognised Qualifications	<p>CERTIFICATE III IN SPORT AND RECREATION: SIS30115</p> <p><u>PLUS</u> entry qualification:</p> <p>SIS20115 CERTIFICATE II IN SPORT AND RECREATION</p>
Course Length	2 years
Cost	TBC
Reasons to Study the Subject:	<p>Binnacle's Certificate III in Sport and Recreation 'Sport in Schools' program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Sport and Recreation contributes a maximum of seven (7) credits towards a student's QCE. This course also includes an opportunity for students to undertake an additional 4 units of competency (Term 7 Add-On). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits (a maximum of 8 credits from the same training package can contribute to a QCE).</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> • <u>First Aid</u> qualification and <u>CPR</u> certificate • Officiating and coaching accreditations (general principles or, in certain cases, sport-specific) • A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.

ENTRY REQUIREMENTS

Students must have a passion for and/or interest in working the Sport, Fitness and Recreation industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor Degree). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.

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

Topics of Study / Learning Experiences	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> • Binnacle Lounge Induction • The Sport, Fitness and Recreation (SFR) Industry • SFR Laws and Legislation • Workplace Health and Safety • Maintaining SFR Equipment • Beginning Coaching Principles 	<ul style="list-style-type: none"> • Respond to Emergencies • Provide First Aid • Risk Analysis • Organise Work • Community Fitness Programs 	<ul style="list-style-type: none"> • Emergency Response • Working in SFR Environments • SFR Industry Knowledge • Work-Related Learning • Handling Complaints 	<ul style="list-style-type: none"> • SFR Industry Knowledge • Work-Related Learning • Internet Research • Conducting SFR Sessions • <i>Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation</i>
Learning and Assessment	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> • Knowledge of Coaching Practices • Conducting SFR Session 	<ul style="list-style-type: none"> • Plan and Conduct Sport Programs • Group Facilitation • Prioritising Work • Organising Schedules • Personal Development • Social Media Tools • <i>Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation</i> 	Term 7 Add-On: <ul style="list-style-type: none"> • Sport-Specific Coaching Sessions • Personal Development • Workplace Performance • <i>Finalisation of additional 4 units of competency.</i> 	
Learning and Assessment	<p>Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • Practical tasks • Hands-on activities involving participants/clients • Group work • Practical experience within the school sporting programs • Log Book of practical experience <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that</p>			

	integrates a range of competencies. Practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 30 hours accumulated across the course).
PATHWAYS	<p>The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.</p> <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</p> <p>Students may also choose to continue their study by undertaking the Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.</p>

Courses offered by TAFE at School

Students who study approved units outside of Our Lady's College would spend a whole day each week at the relevant study centre for the course. This course would normally replace a subject at school and students would use this free time to catch up on any work missed whilst away offsite studying for their Certificate.

Our TAFE at School programs give Year 11 and 12 students an important head start on their career, a chance to complete a certificate qualification and possible credit towards further study.

Benefits of completing a TAFE course:

- Gain valuable skills and complete a Certificate II or Certificate III while still at school.
- Receive direct entry into certain TAFE Queensland programs upon successful completion of high school.
- Gain credits for a diploma program or university studies.
- Learn from qualified trainers with current industry knowledge.
- Gain real employment skills relevant to the workplace.
- There are a variety of programs available.

Entry requirements

Students must be enrolled in Year 11 or 12 and attend a Queensland high school for the duration of the program. You also need to have a Senior Education and Training (SET) Plan in place.

Enrolment into TAFE at School is completed through the College's VET Middle Leader. Information regarding course availability is published each semester in the College newsletter and College portal.

Students undertaking a nationally accredited qualification at TAFE Queensland as part of their senior studies pay substantially reduced or, in some cases, no tuition fees at all. However, there are material fees for all programs and an administration fee per calendar year. Interested students can obtain information regarding relevant costs from the VET Middle Leader.

For more information and course guide visit <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>

MY NOTES: