



CAPELLA
state high school

Senior Studies Guide

2023-2024

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FROM THE PRINCIPAL

Dear students, parents and carers,

Capella State High School is committed to assisting you and in making informed decisions about subject selection and future career pathways.

The information provided in this guide will assist you in the subject selection process for 2023 and beyond, as it clearly outlines subjects and pathways for years 11 and 12.

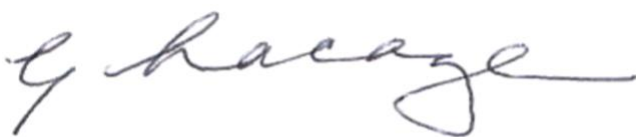
Students in year 10 are making an important decision about their study plan that will prepare them well for the commencement of their Queensland Certificate of Education (QCE).

Once students are enrolled and their subjects are selected, you will be invited to make a financial contribution to ensure your student is equipped to commence school in 2023. The financial information in this booklet will assist you in planning a contribution for the 2023 school year. Financial commitments will include general stationery items, an appropriate study device such as a laptop, and may also include the Student Resource Scheme. Some senior subjects may require additional expense pertaining to excursions. Planned excursions should be discussed at the time of SET planning.

When enrolling into senior school, this guide should be viewed in conjunction with the *Parent Handbook*, which details operational information and school procedures.

If you have any questions in relation to your child's enrolment and subject options at Capella SHS, please do not hesitate to contact the school.

Yours faithfully,



Mrs Gerowyn Lacaze
Principal



SET PLANS

In Queensland, all young people are required to complete year 10 at school and go on to undertake a further two years of education and/or training, or until they achieve a Queensland Certificate of Education, Senior Statement or Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

In year 10, students develop their **Senior Education and Training (SET) Plan**. This personal plan assists each individual young person to make choices about further learning and work. The SET Plan is a roadmap to help students achieve their learning goals during the senior phase of learning, And can include flexible and coordinated pathway options. The SET Plan assists students to examine all options across education, training and employment sectors, and helps students to communicate with their parents/carers, Guidance Officer or teachers about their intended pathways.

In their personalised plan, students will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of this school. This allows them more options and flexibility in their learning.

The senior **Evolve** team works with students throughout year 10 to explore options and develop their SET Plan. In term three, interviews are conducted between the Head of Senior School, the student and parent/s to finalise the SET Plan and select a course of study for the senior phase of learning.

The school maintains the SET Plans and students review them throughout each year. Changes to the SET Plan are documented and all efforts are made to ensure students achieve their intended learning outcomes (ILOs) and have the broadest range of options available to them at the end of the senior phase.

Further details about SET Plans can be found at <https://myqce.qcaa.qld.edu.au/planning-your-pathway.html>.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

What is a school-based apprenticeship or traineeship?

School-based apprenticeships and traineeships (SAT) allow students to work towards a nationally recognised qualification while completing high school studies. Not only do students receive a Senior Certificate or equivalent at the end of year 12, but they will also have trained towards a qualification in their chosen career and been paid for time spent working. Training takes place at work, at school, or at the training organisation.

Capella SHS philosophy

A school-based traineeship or apprenticeship provides excellent training opportunities that complement senior studies and education and training pathways. A careful selection process has been developed by the school to ensure that all student placements are suitable and successful for both student and employer. It is essential that close ties be maintained between the school and employers so that these opportunities benefit students. Continual monitoring will be carried out by the school to ensure students are meeting their training obligations and developing sound work practices.

Candidates

A school-based traineeship or apprenticeship (SAT) is ideally suited to students in years 11 and 12. All senior students at Capella SHS are required to complete a Senior Education and Training Plan (SET Plan). This is a document, registered with the Queensland Curriculum and Assessment Authority, which outlines the student's intended pathway of education and training in the senior phase of learning and beyond. Students considering an SAT must ensure that it would complement their SET Plan.

Applicants from year 10 may be considered on a case-by-case basis. However, a more intense evaluation of the student's ability to cope with the SAT and the benefit of the SAT to their junior education will be undertaken before approval will be granted.

Preparing for a school-based traineeship or apprenticeship

Completed SET Plan

All potential candidates must have gone through the process of completing their SET Plan in order to ensure the SAT meets their education and training needs.

Work experience

Students applying for a school-based traineeship or apprenticeship may be required to undertake a trial or a specified period of unpaid work experience to determine suitability. A mandatory period of five days' work experience will be required for any student wishing to commence employment with a new employer.

Behaviour

Impeccable behaviour is expected of students who wish to represent the school as a school-based trainee or apprentices in employment. Inappropriate behaviour will not be tolerated, and students will be removed from employment if inappropriate behaviour is displayed either on campus and/or in the workplace.

Work ethic

Successful students must have demonstrated the capacity to meet deadlines, submit quality assessment items, follow staff directions, treat staff/students with respect and comply with Workplace Health and Safety requirements.

Personal presentation

Each applicant's ability to comply with the school's uniform policy and to present themselves in a tidy manner will be considered when determining suitability for a position. Students who have regular non-compliance with uniform policy may jeopardise their successful application.

Attendance record

Students will not be considered for a SAT if they have a poor record of attendance and/or unexplained absences. Attendance at in-school extra-curricular activities will be considered.

Approval conditions

Approval for a school-based traineeship or apprenticeship rests with the principal. Consideration will be given to the student's successful completion of the application process and their ability to meet the preparation requirements. The primary consideration is to ensure the SAT is in the best interest of the student and meets their SET Plan needs.

Signing up for the traineeship/apprenticeship

After the completion of application and successful appointment, the legal sign up of the trainee/apprentice will be carried out. For the sign up to be effected, the following representatives need to be present to understand the commitment undertaken by the student and the employer: student, parent, employer, external SAT agent/coordinator and HOD (Senior School). The external SAT agent/coordinator will outline the responsibilities for all parties and conduct the sign up in negotiation with the school. Any additional induction requirements need to be carried out at this time.

Student obligations

Students undertaking a school-based traineeship or apprenticeship are signing a legally binding agreement to complete the training before the completion of their year 12 studies or else transition to full-time employment. Students need to be aware that employers are making a financial commitment when employing a trainee or apprentice on the expectation that students will complete the full training.

Students must attend the workplace for a minimum of 50 days in a 12-month period. The training will impact on the student's school timetable. The time commitment to the workplace is usually one day per week.

The commitments of school take priority through the duration of the school-based traineeship or apprenticeship, and alternatives need to be arranged to enable students to attend exams and important school events. The student is responsible for negotiating these arrangements with their employer.

It is the responsibility of the student to complete their training modules in their own time, as school-based trainees and apprentices are not paid for the time spent undertaking training delivered by the training provider. The Workplace Learning Co-ordinator is available at negotiated times to assist students with training modules.

Students will be removed for a period of time from a SAT if their behaviour, work ethic, personal presentation and attendance at work and/or school become unsatisfactory. Re-commencement will occur after demonstrated improvement. Repeated ineffectiveness will result in cancellation of the SAT.

Employer obligations

The employer is expected to provide:

- A safe, healthy and supportive work environment;
- On-the-job training to assist the student to develop industry-specific work skills;
- Maintain accurate attendance records for SATs and report any unexplained absence to the school;
- Provide feedback on the student's progress and work ethic;
- Make alternative arrangements to allow students to attend exams and important school events.

Registered training organisation obligations

The RTO is expected to:

- Provide the school with a copy of the training plan within one month of sign up (if RTOs are not able to meet this timeline, they must contact the Head of Senior School);
- Provide training and assistance to SATs to enable them to complete modules;
- Report non-submission of modules to the school.

Resolving conflict

Students who are experiencing difficulties managing schoolwork and school-based traineeship or apprenticeship commitments are encouraged to talk to the Head of Senior School for assistance. It may be possible to change work commitments or negotiate study sessions to assist the student to manage his/her time.

The first point of contact for students who are experiencing conflict in the workplace is the Head of Senior School, who will be able to advise or assist students to discuss their concerns with the employer. If the grievance persists, the Head of Senior School will arrange a meeting with the student, employer, and parents to negotiate a resolution. The student's return to the workforce will be monitored to ensure satisfactory resolution. Where the grievance is unable to be resolved, a representative of the Department of Education will be contacted for formal mediation or transfer / cancellation of the agreement.

SENIOR EDUCATION PROFILE

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

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

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.

CHOOSING YOUR SUBJECTS

It is important to choose senior subjects carefully, as your decisions may affect the types of occupations you choose in the future, as well as your success at and feelings about school.

We suggest you choose subjects that:

- You enjoy
- You achieve good results in
- Reflect your interests and abilities
- Help you reach your career goals
- Develop skills, knowledge and attitudes for later life

Issues to consider

- How well have you coped with similar subjects in year 10?
- Do you wish to undertake tertiary studies at university after year 12? If you do, then you need to consider being ATAR eligible.
- If you know which tertiary course you would like to study, check the pre-requisite subjects for entry to that course.
- If you do not know which tertiary course you are interested in, choose subjects that keep as many options open as possible.
- If you do not wish to study at a tertiary institution after year 12 and you want to acquire skills that may help you get a job, then a selection of Applied and VET subjects may be advisable.
- Try to choose your best subjects and the ones you enjoy the most. Make your last two years of school enjoyable.
- Read carefully all of the subject descriptions in this booklet. Look at the type of assessment, abilities required etc. Further queries regarding subjects may be directed to relevant teachers, the Guidance Officer or the Head of Senior School.

Ensure a comprehensive understanding of subjects

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines carefully;
- Talk to teachers of each subject;
- Look at books and materials used in the subject;
- Listen carefully at subject selection talks;
- Talk to students who are already studying the subject;
- Check subject prerequisites;
- Fully understand the requirements of the subject assignments, exams, trips, camps etc.

Further assistance in making decisions

Arrange an appointment with a member of Administration, the Guidance Officer or relevant teacher.

DISTANCE EDUCATION

Students at Capella SHS have the option of undertaking subjects that are not offered locally at the school by enrolling in the **School of Distance Education** (SDE). SDE subjects require some forward thinking due to the nature of the lessons and the significant commitment required.

To perform well in SDE subjects, students generally need to be:

- self-directed, with the ability to work independently as well as being prepared to collaborate with other students and the teacher in a consistent manner in a virtual environment;
- competent users of technology or willing to acquire the necessary skills;
- self-motivated to complete formative and summative work in their own time and without direct supervision and assistance;
- effective time managers to be punctual to online lessons and submit summative work on time.

The School of Distance Education provides comprehensive subject materials for the students enrolled in that subject. These materials include lesson notes, exercises, activities and assignments and these are to be completed through the direction of your SDE teacher in accordance with a work rate calendar. In addition, teleconferences with your teacher and internet resource materials are provided to assist in the delivery of these subjects. Distance education subjects incur additional fees for enrolment, texts and resources.

Please note: Distance Education subjects may be timetabled outside the normal school timetable. For example, lessons may start at 8am or continue beyond 3pm.

SENIOR SUBJECTS

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see.

Applied and Applied (Essential) 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.

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 (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

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 www.education.gov.au/australian-core-skills-framework.

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

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

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

English requirement

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

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

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

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

Course overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses 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

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

GENERAL SYLLABUSES

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

GENERAL (EXTENSION) SYLLABUSES

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

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 (Extension) 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%.

GENERAL (SENIOR EXTERNAL EXAMINATION) SYLLABUSES

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Students

School

These are students who are:

- in the final year of senior secondary schooling (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Non-school

These are candidates who:

- are less than 17 years of age
- are Queensland residents
- are not enrolled in a Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement.

Adults

These are candidates who:

- will be at least 17 years by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

Eligibility — adult candidates 17 years and older

Adult candidates wishing to register for SEEs:

- must reside in Queensland
- must be 17 years or older by the end of the year in which they propose to take the examination

- must not be enrolled currently in a Queensland secondary school
- do not have to satisfy any other eligibility requirements.

Adult candidates may register for as many SEE subjects as they wish.

Tuition

Although adult candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Adult candidates can study at an examination teaching centre, with a private tutor or independently.

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/sep-calendar.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

Senior External Examination results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see www.qcaa.qld.edu.au/senior/see.

SHORT COURSE SYLLABUSES

Course overview

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

Short Courses are available in:

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

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

SUBJECT PREREQUISITES

Prerequisites indicate the minimum level of achievement a student should have reached in order to enrol in a given subject in years 11 and 12.

Carefully considering recommended prerequisites encourages students to assess their past results and individual interests against career plans and the prerequisites required for their chosen career. We encourage students to make a realistic judgement about their progress towards these career goals. It is our goal that all students have the opportunity to be eligible to receive the QCE.

Success in prerequisite study is a very good indicator of future success in a particular field of study.

| SUBJECT | RECOMMENDED PREREQUISITE |
|------------------------------|---|
| English | ▪ High level of achievement in year 10 English |
| General Mathematics | ▪ Sound level of achievement in year 10 mathematics |
| Biology | ▪ High level of achievement in year 10 science |
| Business | ▪ High level of achievement in year 10 English |
| Legal Studies | ▪ High level of achievement in year 10 English |
| Essential English | ▪ Nil |
| Essential Mathematics | ▪ Nil |
| Visual Arts in Practice | ▪ Demonstrated capacity to produce visual artworks |
| Furnishing Skills | ▪ An interest in manufacturing processes |
| Industrial Technology Skills | ▪ An interest in manufacturing processes |
| Hospitality Practices | ▪ An interest in catering and service provision |
| Agricultural Practices | ▪ An interest in agricultural processes |
| Arts in Practice | ▪ A capacity to produce works in either theatre, music, film/television, or dance |
| Sport and Recreation | ▪ Physical fitness and capacity for sustained physical exertion |

STATIONERY REQUIREMENTS

All students must provision themselves with the following requisite materials for all senior studies:

- A laptop with minimum specifications per the school's BYOD policy
- Headphones with microphone
- 6 x HB pencils or pacers
- Glue stick
- Coloured pencils
- Clear plastic ruler (30cm)
- Blue, black and red pens (several of each)
- Sharpener
- Highlighters
- Eraser
- Scissors
- White-out tape (liquid white out is not permitted)
- Minimum 16GB USB stick
- Scientific calculator - CASIO fx-82 preferred (for science students)

Note: Please **clearly mark** student's name on all stationery and ensure these items are re-stocked throughout the year. General notebooks should be margined.

Students must have individual notebooks for each subject, not a multi-subject single notebook.

All students must provision themselves with the following requisite materials for individual senior subjects:

| SUBJECT | SUBJECT-SPECIFIC REQUIREMENTS |
|-------------------------|--|
| Arts in Practice | <ul style="list-style-type: none">• 1 x A4 lined 128-page notebook• 1 x A4 visual art diary (for project planning)• MacBook laptop is advisable• 32GB SD card |
| Biology | <ul style="list-style-type: none">• 1 x A4 lined 128-page notebook• 2 x 48-page exercise books (for experimental journal)• A4 5mm grid pad |

| | |
|--|--|
| Business | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • 2 x display folders • Post-it note page markers |
| English and Essential English | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • Post-it note page markers |
| Furnishing Skills | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • Apron • Cap (to contain hair) • Steel-capped boots (pull-on or lace-up) • Safety glasses • Earmuffs |
| Hospitality Practices | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • Ingredients as required throughout studies • Closed-in, non-porous shoes. For workplace health and safety reasons, students will not be allowed into the kitchen without this item. Storage space will be provided. |
| Industrial Technology Skills | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • Overalls (cotton, long sleeved) • Cap (to contain hair) • Steel capped boots (pull-on or lace-up) • Safety glasses • Earmuffs |
| Essential Mathematics and General Mathematics | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • A4 5mm grid pad • Students must have their own individual calculators |
| Legal Studies | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • 2 x display folders • Post-it note page markers |
| Sport and Recreation | <ul style="list-style-type: none"> • 1 x A4 lined 128-page notebook • Additional sports uniform |

| | |
|--------------------------------|---|
| Visual Arts in Practice | <ul style="list-style-type: none">• A4 Visual Art Diary• 1 x HB, 1 x 2B, 1 x 4B pencil• 2 x Soft-bristle paint brushes• 1 x fine-point black pen |
|--------------------------------|---|

SUBJECTS

English

Applied

- Essential English

General

- English

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics

Health and Physical Education

Applied

- Sport & Recreation

Humanities and Social Sciences

General

- Business
- Legal Studies

Sciences

Applied

- Agricultural Practices

General

- Biology

The Arts

Applied

- Arts in Practice
- Visual Arts in Practice

Technologies

Applied

- Industrial Technology Skills
- Furnishing Skills
- Hospitality Practices

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) — short response examination | Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response |

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"> Examination — 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 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:

- 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.
- 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

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 |

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 | | | |

Sport & Recreation

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

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

| Core topics | Elective topics |
|---|--|
| <ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities | <ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities |

Assessment

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

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

| Project | Investigation | Extended response | Performance | Examination |
|--|---|---|--|--|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 2–4 minutes* | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |

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

Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Business creation <ul style="list-style-type: none">• Fundamentals of business• Creation of business ideas | Business growth <ul style="list-style-type: none">• Establishment of a business• Entering markets | Business diversification <ul style="list-style-type: none">• Competitive markets• Strategic development | Business evolution <ul style="list-style-type: none">• Repositioning a business• Transformation of a business |

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">• Extended response — feasibility report | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — business report | 25% | Summative external assessment (EA): <ul style="list-style-type: none">• 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 |
|---|---|--|---|
| Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing | Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care | Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society | Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts |

Assessment

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

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

Summative assessments

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

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study..

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

Pathways

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

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

Structure

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

| Core topics | Elective topics | |
|---|--|--|
| <ul style="list-style-type: none"> • Rules, regulations and recommendations • Equipment maintenance and operation • Management practices • An area of study: <ul style="list-style-type: none"> – Animal industries – Plant industries – Animal industries and Plant industries | • Operating machinery | |
| | Animal studies | Plant studies |
| | <ul style="list-style-type: none"> • Infrastructure • Production • Agribusiness | <ul style="list-style-type: none"> • Infrastructure • Production • Agribusiness |

Assessment

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

| Project | Collection of work | Investigation | Extended response | Examination |
|---|---|---|---|--|
| A response to a single task, situation and/or scenario. | A response to a series of tasks relating to a single topic in a module of work. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time. | At least three components from the following: <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½–2½ minutes • multimodal: 2–3 minutes • performance: continuous class time. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of the following modes: <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 |

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 | | | |

Arts in Practice

Applied senior subject

Applied

Arts in Practice embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes.

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

| Core | Elective |
|---|--|
| <ul style="list-style-type: none"> • Arts literacies • Arts processes | <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts |

Assessment

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

- at least one project, arising from community connections
- one product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

| Project | Product (Artwork) | Extended response | Investigation |
|--|---|--|--|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| The Project in Arts in Practice requires: <ul style="list-style-type: none"> • a product (artwork) that demonstrates the significant contribution of at least two art forms • at least one other component from the following: <ul style="list-style-type: none"> - written - spoken - multimodal. | Variable conditions. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. |

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- analyse visual art-making processes for particular purposes
 - use language conventions and features to achieve particular purposes
 - generate plans and ideas and make decisions
 - create communications that convey meaning to audiences
 - evaluate art-making processes, concepts and ideas.
- recall terminology and explain art-making processes
 - interpret information about concepts and ideas for a purpose
 - demonstrate art-making processes required for visual artworks
 - apply art-making processes, concepts and ideas

Structure

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

| Core | Electives |
|---|---|
| <ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation | <ul style="list-style-type: none"> • 2D • 3D • Digital and 4D • Design • Craft |

Assessment

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

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

| Project | Product | Extended response | Investigation |
|---|---|--|--|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the application of identified skills to the production of artworks. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| A project consists of: <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. | <ul style="list-style-type: none"> • variable conditions | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. |

Industrial Technology Skills

Applied senior subject

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

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

structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

| Core topics | Industry area | Elective topics |
|---|---------------------------|---|
| <ul style="list-style-type: none">• Industry practices• Production processes | Aeroskills | <ul style="list-style-type: none">• Aeroskills mechanical• Aeroskills structures |
| | Automotive | <ul style="list-style-type: none">• Automotive mechanical• Automotive body repair• Automotive electrical |
| | Building and construction | <ul style="list-style-type: none">• Bricklaying• Plastering and painting• Concreting• Carpentry• Tiling• Landscaping |
| | Engineering | <ul style="list-style-type: none">• Sheet metal working• Welding and fabrication• Fitting and machining |
| | Furnishing | <ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery |
| | Industrial graphics | <ul style="list-style-type: none">• Engineering drafting• Building and construction drafting• Furnishing drafting |
| | Plastics | <ul style="list-style-type: none">• Thermoplastics fabrication• Thermosetting fabrication |

Furnishing Skills

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

| Core topics | Elective topics |
|---|--|
| <ul style="list-style-type: none">• Industry practices• Production processes | <ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery |

Assessment

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

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

| Project | Practical demonstration | Examination |
|---|--|---|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | <ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item |

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. |
| A project consists of a product and performance component and one other component from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• product and performance: continuous class time | Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes. | Presented in one of the following modes: <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 |