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2025

SENIOR PATHWAYS HANDBOOK

Contents

Welcome to Senior Secondary

Dear Students and Parents,

In Years 11 and 12, there are opportunities available for you to personalise your pathway towards your future aspirations. Preparation for tertiary and further education, vocational education and a range of other learning pathways are available for you.

The purpose of this handbook is to assist you in your preparation for Year 11 and Year 12 at Chinchilla State High School by providing important information about the subjects that are available to students as they enter the Senior Phase of Learning.

It is essential that whenever you are given the opportunity to select subjects, you approach the process carefully. You should consider not only your needs, but carefully consider your proven aptitude, your abilities and areas of interest. It is expected that you will show increasing responsibility for your own learning and behaviour and that you will take advantage of the wide variety of opportunities to be involved in co-curricular activities.

Our main emphasis with our senior secondary students is to facilitate learning so that it becomes second nature to them for the rest of their lives. In this context, “learning” is more than just remembering what was covered in classes during lessons. It is about students:

- seeking feedback about their actions/behaviours;
- analysing their personal successes/failures;
- determining appropriate responses; and
- making the necessary behavioural adjustments.

In addition, students will be encouraged to develop skills like emotional resilience necessary for coping with continuous (or discontinuous) change, time management and entrepreneurial behaviours and skills that will be important tools for their futures. The ability to be self-motivated and self-directed individuals is also highly valued as part of the senior schooling program at Chinchilla State High School.

I am confident that Chinchilla State High School will provide challenges and opportunities for all senior secondary school students as they enter the final phase of the formal school education.

We hope that Year 11 and 12 proves to be both rewarding and challenging and look forward to seeing you working hard to achieve your potential.

Rob Burke
Principal

Statement of Purpose

At Chinchilla State High School our school vision is: learning together for a happy and productive future. Our main focus every day is: teaching and learning in a safe, disciplined environment.

Statement of School Values

Our School Vision is underpinned by our TEAM Core Values.

The Purpose of this Handbook

This handbook is developed to assist students and parents to make informed decisions regarding study options and pathways for Year 11 and 12 at Chinchilla State High School. It is part of a process designed to expose both students and parents to as much knowledge, experience and advice as possible.

A wise choice of subjects has vitally important bearing on results and outcomes from school, success in studies and the range of options available for further study or for entry to a desired vocation. The Senior Phase of Learning is a very different educational experience from previous years. Subjects are more demanding in respect to both the quantity and the quality of work required. Students need to be realistic in terms of their previous results, efforts and future interests.

Under the current Queensland Government's package of education and training reforms, young people must stay at school until they complete Year 10 or have turned 16, whichever comes first. After that, they are required to:

- participate in education or training for 2 more years,
- OR gain a Certificate III vocational qualification or higher,
- OR gain a New Queensland Certificate of Education (QCE),
- OR turn 17,
- OR choose to go into employment, working at least 25 hours per week, whichever comes first.

This handbook provides a brief outline of the subjects available in Year 11 and 12 at Chinchilla State High School. It is not presumed that students and parents will know all the required information. Therefore, each student and parent will be required to book an interview with a teacher who will assist in planning for their Senior Phase of Learning and beyond. SET Plan interviews will be conducted over two days, on the 10 August and 11 August 2022. Parents and students are encouraged attend the Senior Pathways Evening – Year 10 into Year 11 Subject Information Night, which will be held at school on Wednesday, 27 July. SET Plan interviews will be booked via our SOBS interviewing booking system.

While many Year 10 students do not have definite occupational goals, they should have clear ideas of their abilities and interests, and match this with realistic ambitions. The Senior Phase of Learning can be a rewarding and useful experience if students are motivated, have a positive attitude and have attainable goals. It is important to enter Year 11 with an appropriate course of study and a positive plan based on sound advice.

Please note: All information in this handbook is current at the time of publication, but is subject to change.

Senior Schooling Policy

Preamble

Chinchilla State High School is committed to providing a breadth of opportunities and programs for senior school students. The School will challenge students at all levels, support them in setting and attaining realistic personal academic goals and remain committed to excellence at all times. It will also guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The staff will support all students throughout their senior years at the school. They will also share the responsibility with parents and students for assisting each student in attaining his/her educational goals.

Senior students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the Year group and achieve their very best.

Policy

- Chinchilla State High School will provide a range of high quality academic and vocational studies options.
- Chinchilla State High School staff will provide personal monitoring and goal setting for all students in its support of the students' academic and vocational pursuits.
- Students will be expected to approach their studies in a diligent manner, access available support services if needed, be accountable for their actions and responsible for their learning.
- Parents will be expected to support their children and work collaboratively with Chinchilla State High School.
- Each Year 10 student will participate in a senior education and training planning process beginning with the submission of an individual Student Education and Training (SET) Plan. The plan will be endorsed by the student's parents but will only become operational for the student once approved by the Chinchilla State High School.

In addition to its ongoing support and advice, Chinchilla State High School will implement, in consultation with the student and his/her parents, a targeted support plan for students who achieve less than a "C" grade (or VET equivalent) in any senior subject, at the end of a unit. If a student does not achieve the agreed outcomes of the plan, the school may require the student to amend or change their subjects or course, including the student's participation with a school-based traineeship or apprenticeship.

Failure to comply with the requirements of this policy will be considered a breach of Chinchilla State High School's Responsible Behaviour Plan for Students. In addition, students whose behaviour amounts to a refusal to participate in the education program may have their enrolment cancelled.

SET Plan: Senior Education and Training Plan

There are many different pathways that can lead to rewarding careers. It is not unusual for people to move between differing career paths and occupations or educational levels throughout lives. It is possible to move between TAFE and University, work and study, apprenticeship to professional career. The SET Plan process asks students to consider where their aspirations lie after school.

The SET Plan is designed to map individual learning pathways through the Senior Phase of Learning to assist students to successfully transition from school to their next phase of learning. The SET Plan may:

- work as a 'road map' to help students achieve learning goals during the Senior Phase of Learning.
- include flexible and coordinated pathways options.
- assist to examine further learning options across education, training and employment sectors.
- help students to communicate with parents/guardians about their learning pathways, and
- help students communicate with the school about their learning pathways.

Creating a SET Plan

SET Planning is the process by which students commit to a plan for the Senior Phase of Learning (Year 11 and 12). In the SET Plan interview, students will discuss the level of education they wish to complete, interests and abilities aligning with fields or jobs and their intended course of study. A student's plan must be matched with their proven ability for the best chance of success. It is a confidential document negotiated between student, parents/guardians and the school.

Students will be required to discuss and provide some plans around the following:

- Future aspirations
- Further study – University or TAFE
- Interests and abilities and selecting subjects that align
- Setting learning goals for Year 11 and 12
- Achieving certificates within the Senior Education Profile.

Please note: A SET Plan is a 'fluid' document, whereby students are encouraged to monitor their progress and alter it based on updated goals and ambitions. The SET Plan should reflect their success and achievements throughout their Senior Phase of Learning. This interview and SET Plan establishment could be one of the most useful processes you participate in while you are at school.

Senior Education Profile (SEP)

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

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

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

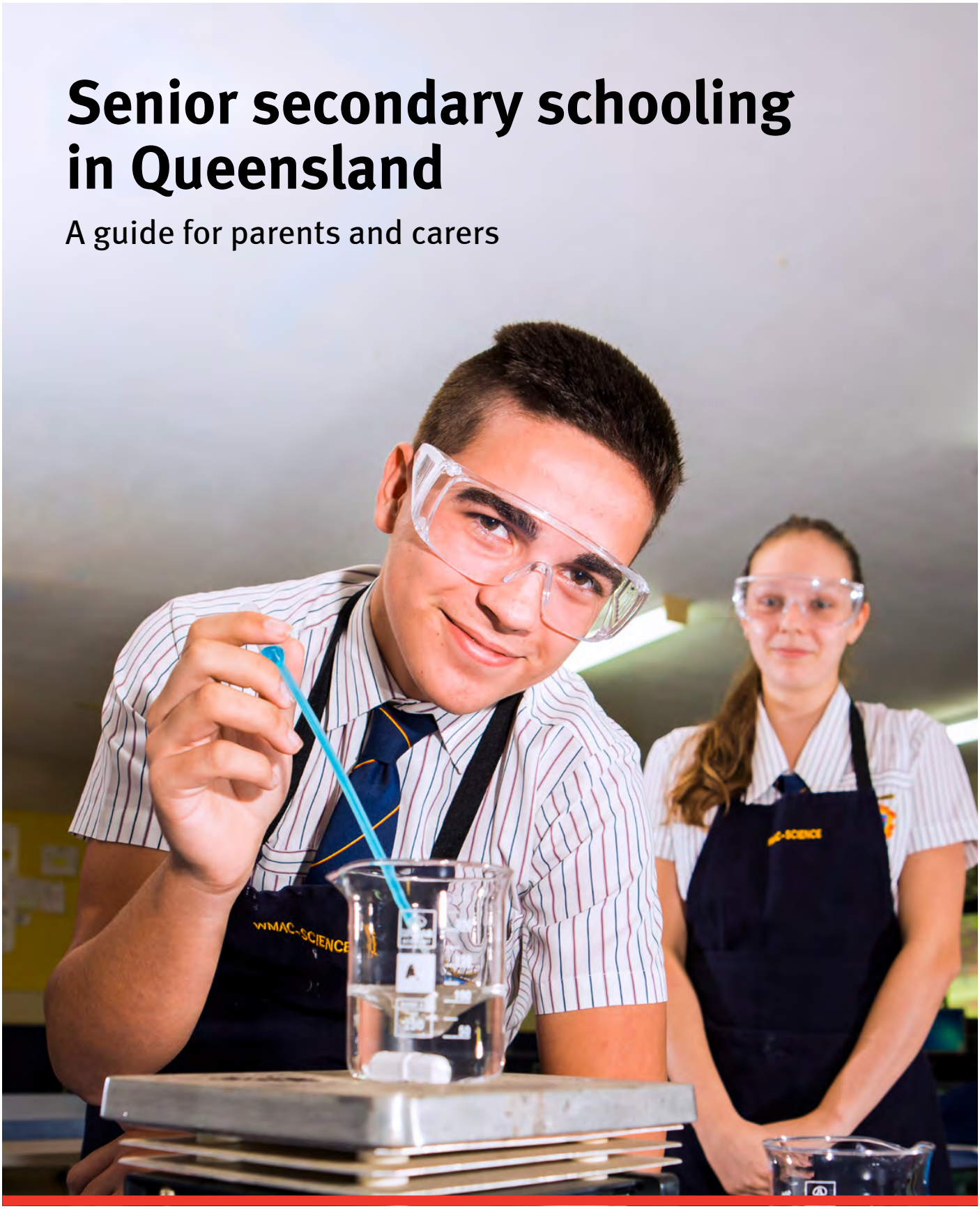
Statement of Results

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

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

Senior secondary schooling in Queensland

A guide for parents and carers



Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

Changes to senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

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

From 2020, there will be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: www.qtac.edu.au.

Senior Education Profile

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

More information

myqce.qcaa.qld.edu.au

The myQCE website (for students completing Year 12 from 2020) provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

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Queensland Certificate of Education

For students completing Year 12 from 2020

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

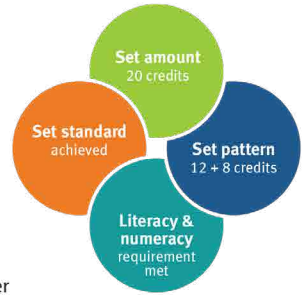
For all Queensland schools

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

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

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

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

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

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

QCE learning options

For students completing Year 12 from 2020

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

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

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

Plan your pathway

For students completing Year 12 from 2020

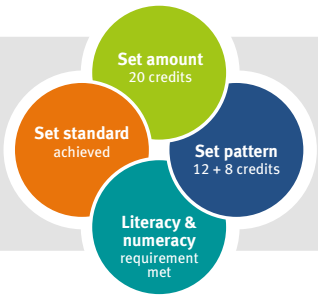
1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

Example QCE pathways

There are hundreds of possible course combinations that may lead to a QCE. Your pathway will depend on your goals and the courses your school offers. Here are some examples of subject combinations that meet QCE requirements.

Example 1

A student enrols in six General subjects (Core category) over four semesters.

- English
- Mathematical Methods
- Psychology
- Geography
- Philosophy & Reason
- Dance

Example 2

A student enrols in six Applied subjects (Core category) over four semesters and a short course (Preparatory category) for one semester.

- Essential English
- Business Studies
- Religion & Ethics
- Arts in Practice
- Information & Communication Technology
- Agricultural Practices
- Short Course in Numeracy

Example 3

A student enrols in a combination of General and Applied subjects (Core and Preparatory categories) and completes learning as part of a school-based apprenticeship in Carpentry.

- Essential English
- General Mathematics
- Certificate I in Engineering
- Science in Practice
- Certificate III in Carpentry 30% of certificate completed 50 days/year on-the-job (100 total)

What the QCIA records

The QCIA records educational achievement and participation.

- The Statement of Achievement certifies the student's demonstrated knowledge and skills according to their individual learning program.
- The Statement of Participation lists the activities undertaken as part of the student's senior schooling.

More information

Visit the QCAA website at **www.qcaa.qld.edu.au**, email **qcia@qcaa.qld.edu.au**, or telephone **(07) 3864 0299**.

Queensland Curriculum & Assessment Authority

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July 2018

Queensland Certificate of Individual Achievement

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

About the QCIA

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program.

The certificate is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge that they can present to employers and training providers.

What is an individual learning program?

An individual learning program:

- is a school-developed program of study using curriculum organisers, learning goals and learning focuses in the QCAA's *Guideline for individual learning*
- is developed for students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- is recorded by schools through the QCAA Portal
- does not contribute credit to the Queensland Certificate of Education (QCE)
- cannot duplicate learning from any QCE contributing studies.

Who is eligible for the QCIA?

To be eligible for the QCIA, a student must:

- be nominated by their school principal
- complete at least 12 years of education
- have at least one result for QCIA contributing studies recorded in their learning account
- complete studies in an individual learning program.

QCIA pathway planning

Discussions about a QCIA learning pathway take place in Year 10 as part of the Senior Education and Training (SET) planning process.

Schools identify students who are eligible for the QCIA and decide the best certification options for each student in consultation with their parents/carers.

How the QCIA works

Schools register QCIA-eligible students with the QCAA and develop individual learning programs for them using one or more of the five curriculum organisers, learning goals and learning focuses in the *Guideline for individual learning*.

Schools then collect evidence of students' learning and participation throughout Years 11 and 12. This information is recorded on a student's QCIA.

The five curriculum organisers are:

- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

Frequently asked questions

Q **Does a student with impairments or difficulties in learning have to work towards the QCIA?**

A No. Student achievements can be reported in other ways. Schools will discuss the most suitable certification options with students and their parents/carers in Year 10.

Q **Can the QCIA contribute to the QCE?**

A No. The individual learning program for the QCIA does not have credit value nor can it contribute to the QCE.

Q **Can a QCIA student undertake QCE contributing studies?**

A Yes. A QCIA student may undertake QCE contributing studies while at school. However, this learning cannot be duplicated on the student's QCIA. Instead, it will be reported on a statement of results, which the student will receive at the end of Year 12 along with their QCIA.

Q **Can a student finishing Year 12 receive a QCIA and a QCE?**

A No. A student finishing Year 12 cannot receive a QCIA and a QCE. However, QCIA students may undertake some QCE contributing studies while at school and continue working towards a QCE after school.

Q **Can a student finishing Year 12 receive a QCIA and a statement of results?**

A Yes. A QCIA student who undertakes QCE contributing studies while at school will receive a statement of results with their QCIA when they finish Year 12. The statement of results shows all studies that contribute to the QCE and the results the student has achieved.

Q **What can the QCIA be used for?**

A Students can show their QCIA to:

- employers as a summary of the student's knowledge and skills
- training providers to help them decide the best training options to provide.

Which Subjects?

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

Students will select six subjects to make up their course of study. This will be done during the SET Plan interview.

All students MUST select an English and Mathematics subject.

The remaining four subjects should consist of subjects the student enjoys and in which they can achieve success.

As an overall plan when choosing subjects, it is suggested to choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interest and abilities
- which help you reach your career and employment goals
- which develop skills, knowledge and attitudes useful throughout your life.

These are general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

Find out more about occupational pathways. It is useful to have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that allow for you to keep several career options open. Your Guidance Officer can help you get started here. Resources that you could also use to help you include:

- www.myfuture.edu.au
- The JobGuide book
- Brochures from industry groups
- The QTAC guide
- The TAFE handbook
- www.goingtouni.gov.au

Find out about the subjects offered at school.

- General subjects. Your ATAR is dependent on how well you achieve in your subjects. Therefore, you need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- Applied subjects. These emphasise practical skills and knowledge relevant to specific industries.
- VET subjects.

Check out the subject fully.
Take these steps to ensure you understand the content and the requirements of each subject.

- Read the subject descriptions and course outlines
- Talk to the Heads of Departments and Teachers of the subjects
- Look at the books and materials used in the subjects
- Listen carefully at subject selection talks
- Fully understand the requirements of the subject – rigour required, assignments, exams, trips, camps, etc.

Choose a combination of subjects that suit your needs and abilities.
Be sure to consider:

- Vocational Education options – VET certificates, school-based Traineeship/ Apprenticeship options.
- Tertiary entrance – Ensure you check prerequisite subjects for university/TAFE courses and complete 20 semester units of General subjects with at least 3 subjects remaining unchanged throughout Year 11 and 12.

Be prepared to ask for help.

- Enter the SET Plan process with a good understanding and be open to advice.
- Talk with Teachers, Head of Departments, Guidance Officer and Deputy Principals. They are all prepared to help.

Subject Restrictions

Cancellations

All subjects are dependent on sufficient numbers of students selecting the subject. If a subject does not attract the minimum number of students required, the subject will not be offered. In this case, the student will be notified as soon as possible and will be asked to choose another subject. This is standard practice in all schools.

As a Registered Training Organisation (RTO), Chinchilla State High School is registered to deliver specific nationally recognised vocational competencies. All VET certificates will only proceed if the school is able to meet registration requirements, such as qualified staff, physical resources, external facilities and sufficient numbers of students to run the subject. Should the school be unable to meet or maintain registration requirements, it will offer existing students one of the following options:

- an alternative subject
- an alternative strand of the same subject which does not contain the vocational competencies.

Clashes

After all students have completed their SET Plan interviews and subject selections, clashes in the timetable may become apparent. In this case, the student will be notified as soon as possible and will be asked to choose another subject.

Maximum class sizes

Students who enrol late, or who submit late forms, may not be enrolled in the subjects of their choosing due to class size restrictions. Students who change their mind about subjects after their SET Plan interview need to be aware that they may not be accepted into a class and will remain on a waiting list.

Composite Year 11 and Year 12

To provide the opportunity for students to access a wide variety of subjects, some classes will operate as a combined class with both Year 11 and 12 students.

Changing your subjects

Changes to subjects may be needed due to:

- continuing medical problem
- family / personal change of circumstance
- the uptake of a school-based Apprenticeship or Traineeship or a TAFE course
- further career exploration
- lack of success in chosen course of study which may put QCE at risk.

All subject changes must be discussed with a Deputy Principal or Guidance Officer and supported by a parent/guardian.

Changes are dependent on availability and recommendation of the new chosen pathway. Changes are carefully considered to ensure ATAR eligibility and QCE/QCIA attainment are not placed at risk.

General Subjects: Students may change General Subjects until the end of Week 3 of Unit 1, or within, the first three weeks of Unit 2.
Applied Subjects: Students may change into Applied Subject within the first three weeks of Unit 1, 2 or 3. No change will be made during Unit 4.

VET Subjects: changes into VET subjects are general subject to external provider enrolment approval and can occur at any time with their approval.

Only in exceptional circumstances will a student be given approval to change subject at any other point.

General Syllabus

STRUCTURE
The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW
General syllabuses are developmental four-unit courses of study.

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

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

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

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

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

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

General 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 student's 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 bjectives. 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.

Applied Syllabus

STRUCTURE
The syllabus structure consists of a course overview and assessment.

APPLIED SYLLABUSES COURSE OVERVIEW
Applied syllabuses are developmental four-unit courses of study.

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

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

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

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

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

Applied syllabuses do not use external assessment.

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

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

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

The CIA is:
- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT—SPECIFIC STANDARDS
The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

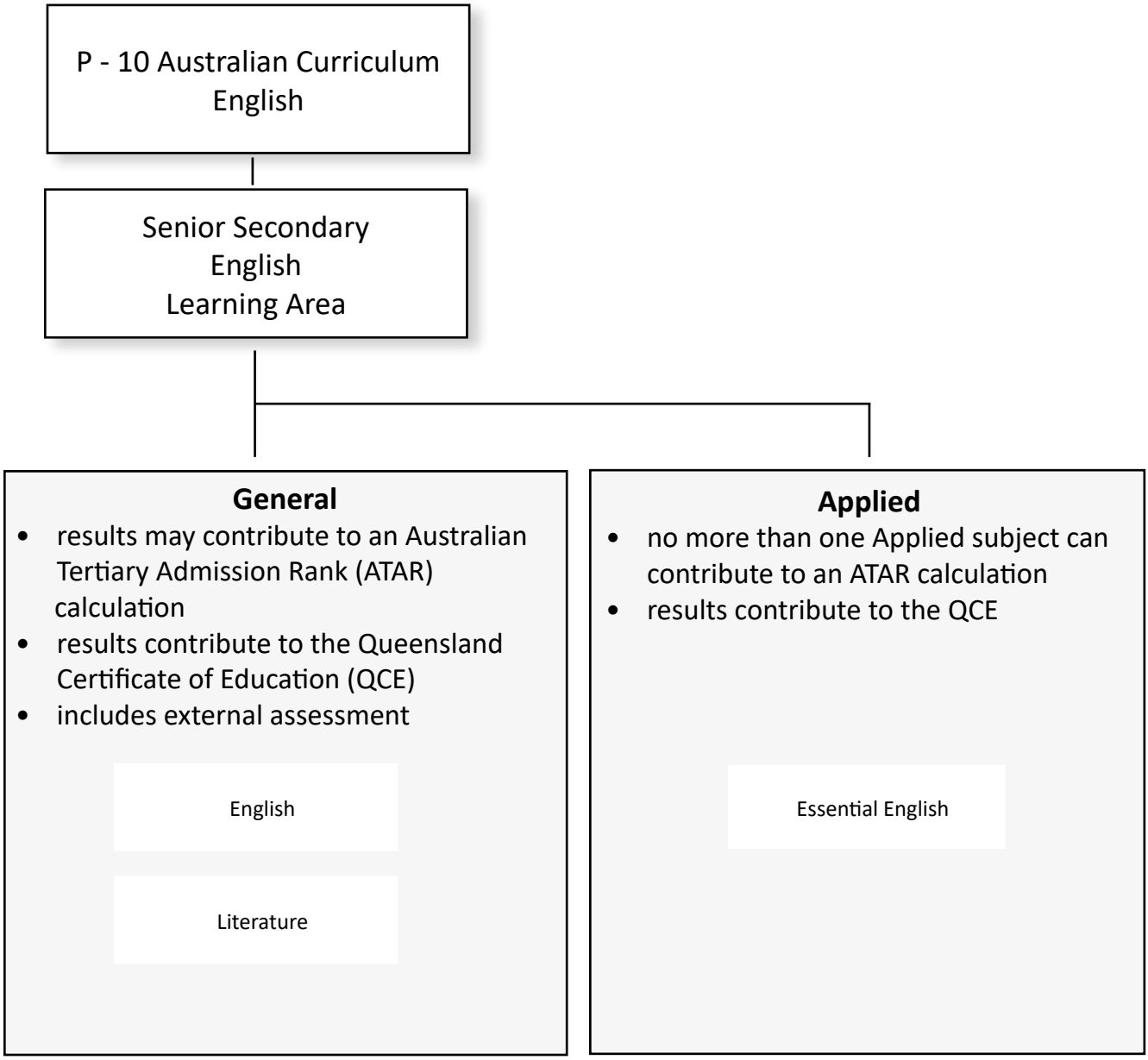
Participating in VET can:
- provide credit points towards the attainment of a Queensland Certificate of Education (QCE), and/or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support student's transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):
- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Students at Chinchilla State High School can access VET in a number of ways including:
- through an external Registered Training Organisation (RTO) as part of their subject lines
- through a school-based Apprenticeship or Traineeship (SAT).

VET in Schools (VETiS) funding allows students to remain enrolled at school while completing vocational training delivered by Registered Training Organisations. This funding can be used once, and only for approved certificate I and II courses.

English Learning Areas



English
Subject Code: ENG111A

GENERAL
QCE Credits: 4

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 have 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 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 • Texts in context • Language and textual analysis • Responding to and creating texts • Texts studied include 'The Drover's Wife' play and another story or film.	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts • Texts studied include 'Jasper Jones' novel and a selection of short stories and poetry with Indigenous Australian and Migrant perspectives.	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts • Possible texts include "Frankenstein", "Macbeth", "Gattaca" and selected media texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts • Possible texts include "All the light we cannot see", "Hidden Figures" film and selected poetry.

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Extended response: Persuasive spoken response	25%	**Formative internal assessment 3 (FIA3):** Extended response: Imaginative written response	25%	**Summative internal assessment 1 (IA1):** Extended response: Persuasive spoken response	25%	**Summative internal assessment 3 (IA3):** Examination: imaginative written response	25%
Formative internal assessment 2 (FIA2): Extended response: Written response for a public audience	25%	**Formative internal assessment 4 (FIA4):** Examination Analytical written response	25%	**Summative internal assessment 2 (IA2):** Extended response Written response for a public audience	25%	**Summative external assessment (EA):** Examination: Analytical written response	25%

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 summative external assessment (EA) is developed by the QCAA.

Literature
Subject Code: LIT111A

GENERAL
QCE Credits: 4

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

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

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They critically explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences, as well as aiming to foster empathy of others and appreciation of different perspectives through studying a range of diverse cultures and periods.

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

Objectives
By the conclusion of the course of study, students will:
- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts.
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • ways literary texts are received and responded to • how textual choices affect readers • creating analytical and imaginative texts • Texts studied include 'Beneath Clouds' film, 'Stand by Me' script and selected short stories.	**Intertextuality** • ways literary texts connect with each other – genre, concepts and contexts • ways literary texts connect with each other – style and structure • creating analytical and imaginative texts • Texts studied include 'The Dry' and a selection of gothic fiction poetry and short stories.	**Literature and identity** • relationship between language, culture and identity in literary texts • power of language to represent ideas, events and people • creating analytical and imaginative texts • Texts studied include 'The Complete Maus' graphic novel and 'Black Medea' play.	**Independent explorations** • dynamic nature of literary interpretation • close examination of style, structure and subject matter • creating analytical and imaginative texts • Texts studied include 'In Cold Blood' novel.

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Examination: Analytical written response	25%	**Formative internal assessment 3 (FIA3):** Extended response: Imaginative written response	25%	**Summative internal assessment 1 (IA1):** Examination: Analytical written response	25%	**Summative internal assessment 3 (IA3):** Extended response: Imaginative written response	25%
Formative internal assessment 2 (FIA2): Extended response: Imaginative spoken response	25%	**Formative internal assessment 4 (FIA4):** Examination Analytical written response	25%	**Summative internal assessment 2 (IA2):** Extended response: Imaginative spoken/ multimodal response	25%	**Summative external assessment (EA):** Examination: Analytical written response	25%

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 summative external assessment (EA) is developed by the QCAA.

Essential English
Subject Code: ENE111A

APPLIED
QCE Credits: 4

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.

Students enjoy contemporary literary and non-literary texts, with an aim to foster empathy for others and an appreciation through a study of a range of texts from diverse cultures.

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 and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways opinions and/or ideas are used in texts according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode appropriate features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts • Texts studied include selections of films including 'Forrest Gump', 'Remember the Titans' and 'Freedom Writers Diary' (film and novel)	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences • Texts studied include a selection of media texts and advertisements.	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts • Texts studied include film texts such as 'Red Dog', 'Top End Wedding' and 'The Merger'.

Formative assessments

Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
Formative internal assessment 1 & 2 (FIA1 & 2): Folio containing resumes, cover letters, interview, written short responses and spoken responses.	**Formative internal assessment 3 (FIA3):** Extended response: Multimodal response	**Summative internal assessment 1 (IA1):** Extended response: Spoken/signed response.	**Summative internal assessment 3 (IA3):** Extended response: Multimodal response
	Formative internal assessment 4 (FIA4): Extended response: Written response	**Summative internal assessment 2 (IA2):** Common internal assessment (CIA)	**Summative external assessment (EA):** Extended response: Written response

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.

Humanities and Social Sciences Learning Areas

P - 10 Australian Curriculum Humanities and Social Sciences

Senior Secondary Humanities and Social Sciences Learning Area

General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Modern History

Legal Studies

Applied

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Business Studies

Modern History
Subject Code: HIS111A

GENERAL
QCE Credits: 4

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

Students learn that the past is contestable and tentative. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically while becoming empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

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

Objectives
By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier Wars • Age of Imperialism	**Movements in the Modern World** • African-American Civil Rights Movement • Anti-apartheid movement in South Africa	**National experiences in the modern world** • Germany: 1914 — 1945 • China: 1931 — 1976	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War: 1945 — 1991

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Examination — short responses to historical sources (25%)	25%	**Formative internal assessment 3 (FIA3):** Investigation — historical essay based on research (25%)	25%	**Summative internal assessment 1 (IA1)** Examination — essay in response to historical sources (25%)	25%	**Summative internal assessment 3 (IA3):** Investigation: Historical essay based on research (25%)	25%
Formative internal assessment 2 (FIA2): Independent source investigation (25%)	25%	**Formative internal assessment 4 (FIA4):** Examination - Essay in response to historical sources (25%)	25%	**Summative internal assessment 2 (IA2):** Independent source investigation (25%)	25%	**Summative external assessment (EA):** Examination — short responses to historical sources (25%)	25%

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 summative external assessment (EA) is developed by the QCAA.

Legal Studies
Subject Code: LEG111A

GENERAL
QCE Credits: 4

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 law, government, business, politics, journalism, science and social work.

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 • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Examination: Combination response	25%	**Formative internal assessment 3 (FIA3):** Investigation: Analytical essay	25%	**Summative internal assessment 1 (IA1):** Examination: Combination response	25%	**Summative internal assessment 3 (IA3):** Investigation: Analytical essay	25%
Formative internal assessment 2 (FIA2): Investigation: Inquiry report	25%	**Formative internal assessment 4 (FIA4):** Examination: Combination response	25%	**Summative internal assessment 2 (IA2):** Investigation: Inquiry report	25%	**Summative external assessment (EA):** Examination: Combination response	25%

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 summative external assessment (EA) is developed by the QCAA.

Business Studies
Subject Code: BSQ111A/BSQ121A

APPLIED
QCE Credits: Up to 4

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

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

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

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

Objectives

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

- explain business concepts, processes and practices and use relevant terminology
- select and use information to identify features of business situations.
- apply their knowledge to determine options.
- present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- reflect on and discuss the effectiveness of their plans, processes and outcomes.

Structure

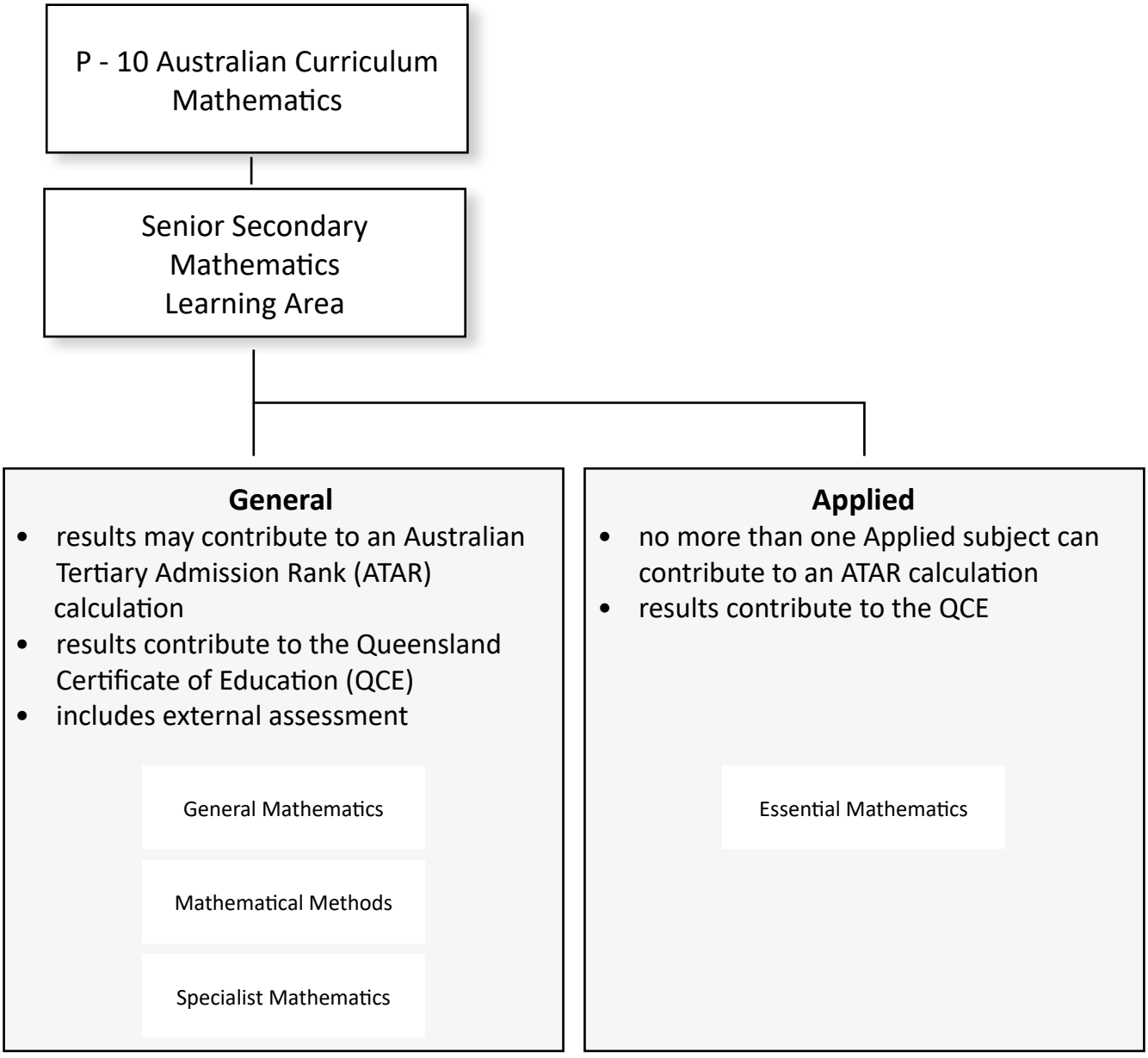
The Business Studies is a four-unit course of study. Schools select from the following options to develop their course of study.

Unit Option	Assessment
Unit Option A: Working in administration	**Assessment A1: Extended response:** Employee administration **Assessment A2: Project:** Business administration
Unit Option B: Working in finance	**Assessment B1: Extended response:** Financial administration **Assessment B2: Project:** Financial records
Unit Option C: Working with customers	**Assessment C1: Extended response:** Customer relationships **Assessment C2: Project:** Customer service
Unit Option D: Working in marketing	**Assessment D1: Extended response:** Marketing fundamentals **Assessment D2: Project:** Marketing plan for a new product or service
Unit Option E: Working in events	**Assessment E1: Extended response:** Event administration **Assessment E2: Project:** Event planning
Unit Option F: Entrepreneurship	**Assessment F1: Extended response:** Entrepreneurship **Assessment F2: Project:** The pitch

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

Project	Extended Response
A response to a single task, situation and/or scenario.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of at least two of the following components: • written: up to 600 words • spoken: up to 4 minutes, or signed equivalent • multimodal: up to 5 minutes, 6 A4 pages, or equivalent digital media	• multimodal: up to 7 minutes, 10 A4 pages, or equivalent digital media • spoken: up to 7 minutes or signed equivalent • written: up to 1000 words

Mathematics Learning Areas



General Mathematics
Subject Code: MAG111A

GENERAL
QCE Credits: 4

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	20%	**Formative internal assessment 3 (FIA3):** Examination	50%	**Summative internal assessment 1 (IA1):** Problem-solving and modelling task	20%	**Summative internal assessment 3 (IA3):** Examination	15%
Formative internal assessment 2 (FIA2): Examination	30%			**Summative internal assessment 2 (IA2):** Examination	15%	**Summative external assessment (EA):** Examination	50%

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.

Mathematical Methods
Subject Code: MAM111A

GENERAL
QCE Credits: 4

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

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability. Working with surds provides techniques	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	20%	**Formative internal assessment 3 (FIA3):** Examination	50%	**Summative internal assessment 1 (IA1):** Problem-solving and modelling task	20%	**Summative internal assessment 3 (IA3):** Examination	15%
Formative internal assessment 2 (FIA2): Examination	30%			**Summative internal assessment 2 (IA2):** Examination	15%	**Summative external assessment (EA):** Examination	50%

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.

Specialist Mathematics
Subject Code: MAS111A

GENERAL
QCE Credits: 4

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

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

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

Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practicing essential mathematical routines to developing procedural fluency, through to investigating scenarios, modeling the real world, solving problems and explaining reasoning.

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

Objectives
By the conclusion of the course of study, students will:
- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs. • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4 - %'s don't add up	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	20%	**Formative internal assessment 3 (FIA3):** Examination	50%	**Summative internal assessment 1 (IA1):** Problem-solving and modelling task	20%	**Summative internal assessment 3 (IA3):** Examination	15%
Formative internal assessment 2 (FIA2): Examination	30%			**Summative internal assessment 2 (IA2):** Examination	15%	**Summative external assessment (EA):** Examination	50%

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.

Essential Mathematics
Subject Code: MAE111A

APPLIED
QCE Credits: 4

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:
- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	25%	**Formative internal assessment 3 (FIA3):** Problem-solving and modelling task	25%	**Summative internal assessment 1 (IA1):** Problem-solving and modelling task	25%	**Summative internal assessment 3 (IA3):** Problem-solving and modelling task	25%
Formative internal assessment 2 (FIA2): Examination	25%	**Formative internal assessment 4 (FIA4):** Examination	25%	**Summative internal assessment 2 (IA2):** Common internal assessment	25%	**Summative external assessment (EA):** Examination	25%

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.

Sciences Learning Areas

P - 10 Australian Curriculum Sciences

Senior Secondary Sciences Learning Area

General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Biology

Chemistry

Physics

Biology
Subject Code: BIO111A

GENERAL
QCE Credits: 4

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 ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Data test	20%	**Formative internal assessment 3 (FIA3):** Research investigation	20%	**Summative internal assessment 1 (IA1):** Data test	10%	**Summative internal assessment 3 (IA3):** Research investigation	20%
Formative internal assessment 2 (FIA2): Student experiment	30%	**Formative internal assessment 4 (FIA4):** Examination	30%	**Summative internal assessment 2 (IA2):** Student experiment	20%	**Summative external assessment (EA):** Examination	50%

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.

Chemistry
Subject Code: CHM111A

GENERAL
QCE Credits: 4

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds.

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Data test	20%	**Formative internal assessment 3 (FIA3):** Research investigation	20%	**Summative internal assessment 1 (IA1):** Data test	10%	**Summative internal assessment 3 (IA3):** Research investigation	20%
Formative internal assessment 2 (FIA2): Student experiment	30%	**Formative internal assessment 4 (FIA4):** Examination	30%	**Summative internal assessment 2 (IA2):** Student experiment	20%	**Summative external assessment (EA):** Examination	50%

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.

Physics
Subject Code: PHY111A

GENERAL
QCE Credits: 4

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Student experiment	30%	**Formative internal assessment 3 (FIA3):** Research investigation	20%	**Summative internal assessment 1 (IA1):** Data test	10%	**Summative internal assessment 3 (IA3):** Research investigation	20%
Formative internal assessment 2 (FIA2): Data test	20%	**Formative internal assessment 4 (FIA4):** Examination	30%	**Summative internal assessment 2 (IA2):** Student experiment	20%	**Summative external assessment (EA):** Examination	50%

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.

Health and Physical Education Learning Areas

P - 10 Australian Curriculum
Health and Physical Education

Senior Secondary
Health and Physical Education
Learning Area

General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Edcucation (QCE)
- includes external assessment

Health

Physical Education

Applied

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Early Childhood Studies

Sport & Recreation

Health
Subject Code: HEA111A

GENERAL
QCE Credits: 4

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

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Investigation — action research	25%	**Formative internal assessment 3 (FIA3):** Investigation —analytical exposition	25%	**Summative internal assessment 1 (IA1):** Investigation — action research	25%	**Summative internal assessment 3 (IA3):** Investigation —analytical exposition	25%
Formative internal assessment 2 (FIA2): Examination — extended response	25%	**Formative internal assessment 4 (FIA4):** Examination	25%	**Summative internal assessment 2 (IA2):** Examination — extended response	25%	**Summative external assessment (EA):** Examination	25%

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.

Physical Education
Subject Code: PED111A

GENERAL
QCE Credits: 4

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

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

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Investigation — action research	25%	**Formative internal assessment 3 (FIA3):** Investigation —analytical exposition	25%	**Summative internal assessment 1 (IA1):** Investigation — action research	25%	**Summative internal assessment 3 (IA3):** Investigation —analytical exposition	25%
Formative internal assessment 2 (FIA2): Examination — extended response	25%	**Formative internal assessment 4 (FIA4):** Examination	25%	**Summative internal assessment 2 (IA2):** Examination — extended response	25%	**Summative external assessment (EA):** Examination	25%

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.

Early Childhood
Subject Code: ECS111A

APPLIED
QCE Credits: 4

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways
A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives
By the conclusion of the course of study, students will:
- Investigate the fundamentals and practices of early childhood learning
- Plan learning activities
- Implement learning activities
- Evaluate learning activities

Structure

The Early Childhood Studies four-unit course of study. Schools select from the following options to develop their course of study.

Core Topics	Elective Topics
• Unit option A: Play and creativity	• Assessment A1: Investigation — Play-based activity (play/creativity) • Assessment A2: Project — Play-based activity (play/creativity)
• Unit option B: Literacy and numeracy	• Assessment B1: Investigation — Play-based activity (literacy/numeracy) • Assessment B2: Project — Play-based activity (literacy/numeracy)
• Unit option C: Children's development	• Assessment C1: Investigation — Play-based activity (children's development — physical/intellectual/emotional/social) • Assessment C2: Project — Play-based activity (children's development — physical/intellectual/emotional/social)
• Unit option D: Children's wellbeing	• Assessment D1: Investigation — Play-based activity (children's wellbeing — physical/intellectual/emotional/social) • Assessment D2: Project — Play-based activity (children's wellbeing — physical/intellectual/emotional/social)
• Unit option E: Indoor and outdoor environments	• Assessment E1: Investigation — Play-based activity (indoor/outdoor Environments) • Assessment E2: Project — Play-based activity (indoor/outdoor Environments)
• Unit option F: The early childhood education and care sector	• Assessment F1: Investigation — Play-based activity (children's individual needs) • 4.12 Assessment F2: Project — Play-based activity (children's individual needs)

Assessment

Project	Investigation
Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.
• Play-based learning activity • Implementation of activity: up to 5 minutes • Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	• Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport and Recreation
Subject Code: REC111A

APPLIED
QCE Credits: 4

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 will:
- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

Structure

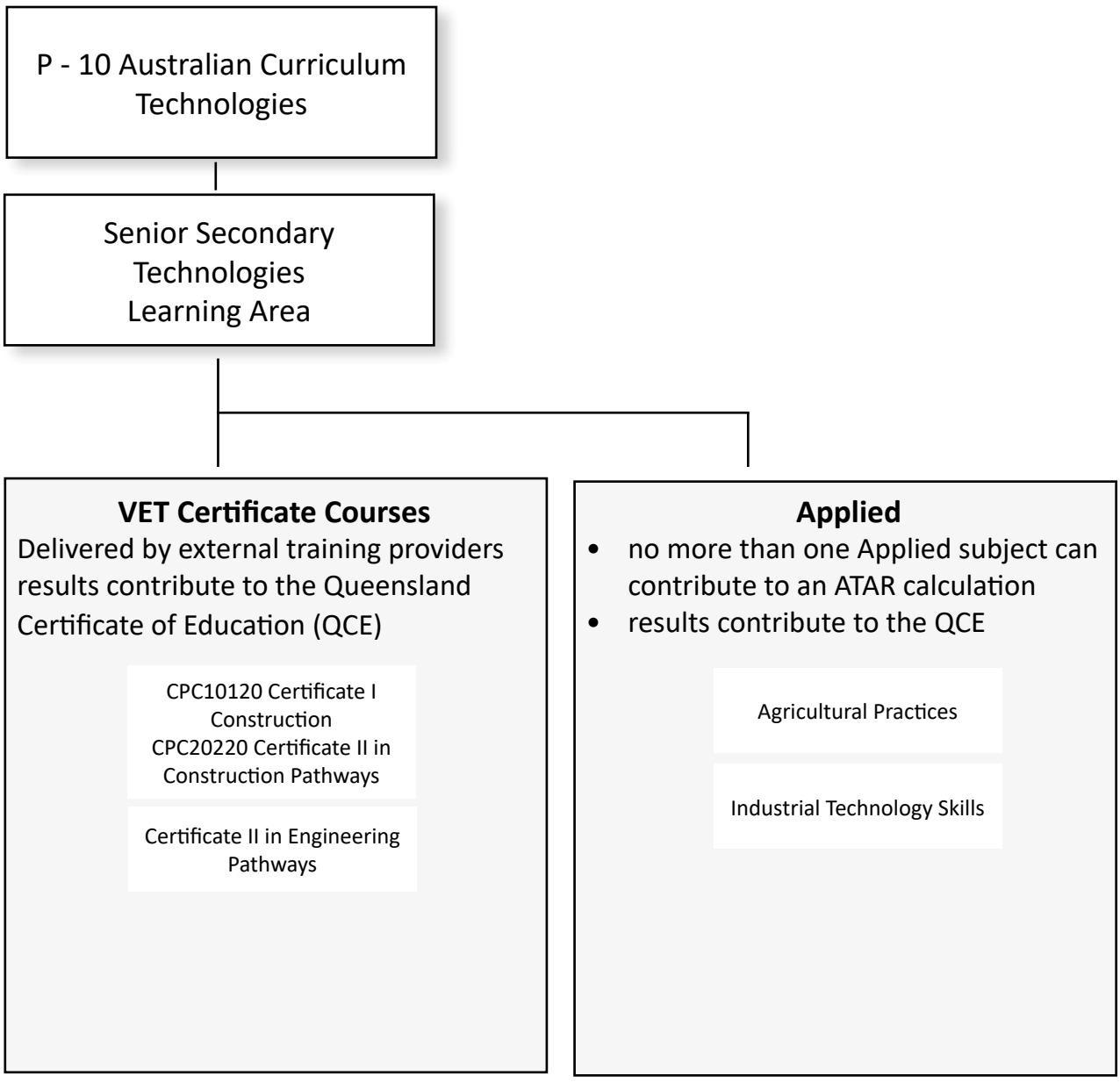
The Sport and Recreation four-unit course of study. Schools select from the following options to develop their course of study.

Core Topics	Elective Topics	
• Unit option A: Aquatic recreation	• Assessment A1 – Performance	• Assessment A2 – Project
• Unit option B: Athlete development and wellbeing	• Assessment B1 – Performance	• Assessment B2 – Project
• Unit option C: Challenge in the outdoors	• Assessment C1 – Performance	• Assessment C2 – Project
• Unit option D: Coaching and officiating	• Assessment D1 – Performance	• Assessment D2 – Project
• Unit option E: Community recreation	• Assessment E1 – Performance	• Assessment E2 – Project
• Unit option F: Emerging trends in sport, fitness and recreation	• Assessment F1 – Performance	• Assessment F2 – Project
• Unit option G: Event management	• Assessment G1 – Performance	• Assessment G2 – Project
• Unit option H: Fitness for sport and recreation	• Assessment H1 – Performance	• Assessment H2 – Project
• Unit option I: Marketing and communication in sport and recreation	• Assessment I1 – Performance	• Assessment I2 – Project
• Unit option J: Optimising performance	• Assessment J1 – Performance	• Assessment J2 – Project
• Unit option K: Outdoor leadership	• Assessment K1 – Performance	• Assessment K2 – Project
• Unit option L: Sustainable outdoor recreation	• Assessment L1 – Performance	• Assessment L2 – Project

Assessment

Performance	Project
Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.
Performance • Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words Performance: Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Technologies Learning Areas



Agricultural Practices
Subject Code: AGP111A

APPLIED
QCE Credits: Up to 4

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

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

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 will:

- **describe ideas and phenomena**
- **execute procedures**
- **analyse information**
- **interpret information**
- **evaluate conclusions and outcomes**
- **plan investigations and projects.**

Structure

The Agricultural Practices is a four-unit course of study. Schools select from the following options to develop their course of study.

Unit Option	Assessment
Unit Option A: Animal Industries	**Assessment A1:** Applied investigation **Assessment A2:** Practical project
Unit Option B: Plant Industries	**Assessment B1:** Applied investigation **Assessment B2:** Practical project
Unit Option C: Land-based Animal Production	**Assessment C1:** Applied investigation **Assessment C2:** Practical project
Unit Option D: Water-based Animal Production	**Assessment D1:** Applied investigation **Assessment D2:** Practical project
Unit Option E: Land-based Plant Production	**Assessment E1:** Applied investigation **Assessment E2:** Practical project
Unit Option F: Water-based Plant Production	**Assessment F1:** Applied investigation **Assessment F2:** Practical project
Unit Option G: Animal Agribusiness	**Assessment G1:** Applied investigation **Assessment G2:** Practical project
Unit Option H: Plant Agribusiness	**Assessment H1:** Applied investigation **Assessment H2:** Practical project

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.

Applied Investigation	Practical Project
Students investigate a research question by collecting, analysing and interpreting primary or secondary information	Students use practical skills to complete a project in response to a scenario.
One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words	Completed project One of the following: • Product: 1 • Performance: up to 4 minutes Documented process • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices
Subject Code: HPJ111A

APPLIED
QCE Credits: Up to 4

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event 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 will:
- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- Adapt production plans, techniques and procedures

Structure
The Hospitality Practices is a four-unit course of study. Schools select from the following options to develop their course of study.

Unit Option	Assessment
Unit Option A: Culinary Trends	Assessment A1: Practical Demonstration Assessment A2: Project
Unit Option B: Bar and Barista Basics	Assessment B1: Practical Demonstration Assessment B2: Project
Unit Option C: In-house Dining	Assessment C1: Practical Demonstration Assessment C2: Project
Unit Option D: Casual Dining	Assessment D1: Practical Demonstration Assessment D2: Project
Unit Option E: Formal Dining	Assessment E1: Practical Demonstration Assessment E2: Project
Unit Option F: Guest Services	Assessment F1: Investigation Assessment F2: Project

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 no more than two assessment instruments from any one technique.

Practical Demonstration	Project	Investigation
Students produce and present an item related to the unit context in response to a brief.	Students plan and deliver an event incorporating the unit context in response to a brief.	Students investigate and evaluate practices, skills and processes.
Practical Demonstration: • Menu Item Planning and Evaluation: • multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media	Practical Demonstration: • Delivery of event Planning and Evaluation: • multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media	Investigation and evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Industrial Technology Skills

Subject Code: ISK111A

APPLIED
QCE Credits: Up to 4

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing.
Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.
Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

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 will:

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and structures
- Adapt plans, skills and procedures

Structure

The Industrial Technology Skills four-unit course of study. Schools develop their course of study by selecting units from for industrial sector syllabuses.

- Building & Construction Skills
- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills.

Unit Option	Building and Construction Skills	Engineering Skills	Furnishing Skills	Industrial Graphics Skills
A	Site preparation and foundations	Fitting and machining	Furniture-making	Drafting for residential building
B	Framing and cladding	Welding and fabrication	Cabinet making	Computer-aided manufacturing
C	Fixing and finishing	Sheet metal working	Interior furnishing	Computer-aided drafting — modelling
D	Construction in the domestic building industry	Production in the structural engineering industry	Production in the domestic furniture industry	Graphics for the construction industry
E	Construction in the commercial building industry	Production in the transport engineering industry	Production in the commercial furniture industry	Graphics for the engineering industry
F	Construction in the civil construction industry	Production in the manufacturing engineering industry	Production in the bespoke furniture industry	Graphics for the furnishing industry

Assessment

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

Practical Demonstration	Project
Students perform a practical demonstration and reflect on industry practices, skills and procedures.	Students produce a product in response to a client brief and document the process.
Practical demonstration • Practical demonstration of skills and procedures used in 3–5 production processes Documentation • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	Product • Product: 1 unit-specific product produced using the skills and procedures in 5–7 production processes Manufacturing / Drawing process • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

CPC10120 Certificate I Construction
CPC20220 Certificate II in Construction Pathways

VET Certificate Course
QCE Credits: Up to 4

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Credits: 4 (3 preparatory + up to 1 core)

Description
The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application
The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost
CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:
- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program and will not incur a fee for service cost.

Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery
The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

CPC10120 Certificate I Construction
CPC20220 Certificate II in Construction
Pathways Cont.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Notes:

- Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
-
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

Certificate II Engineering Pathways (MEM20422) Subject Code: VEP111A

VET Certificate Course
QCE Credits: Up to 4

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.¬au
07 3166 3960

The successful completion of this course gives students (4) points towards QCE

Description
The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application
The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. These needs be done in a safe manner for each learner and those around them.

Eligibility - Cost
The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:
- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery
The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

Certificate II Engineering Pathways cont.

VET Certificate Course
QCE Credits: Up to 4

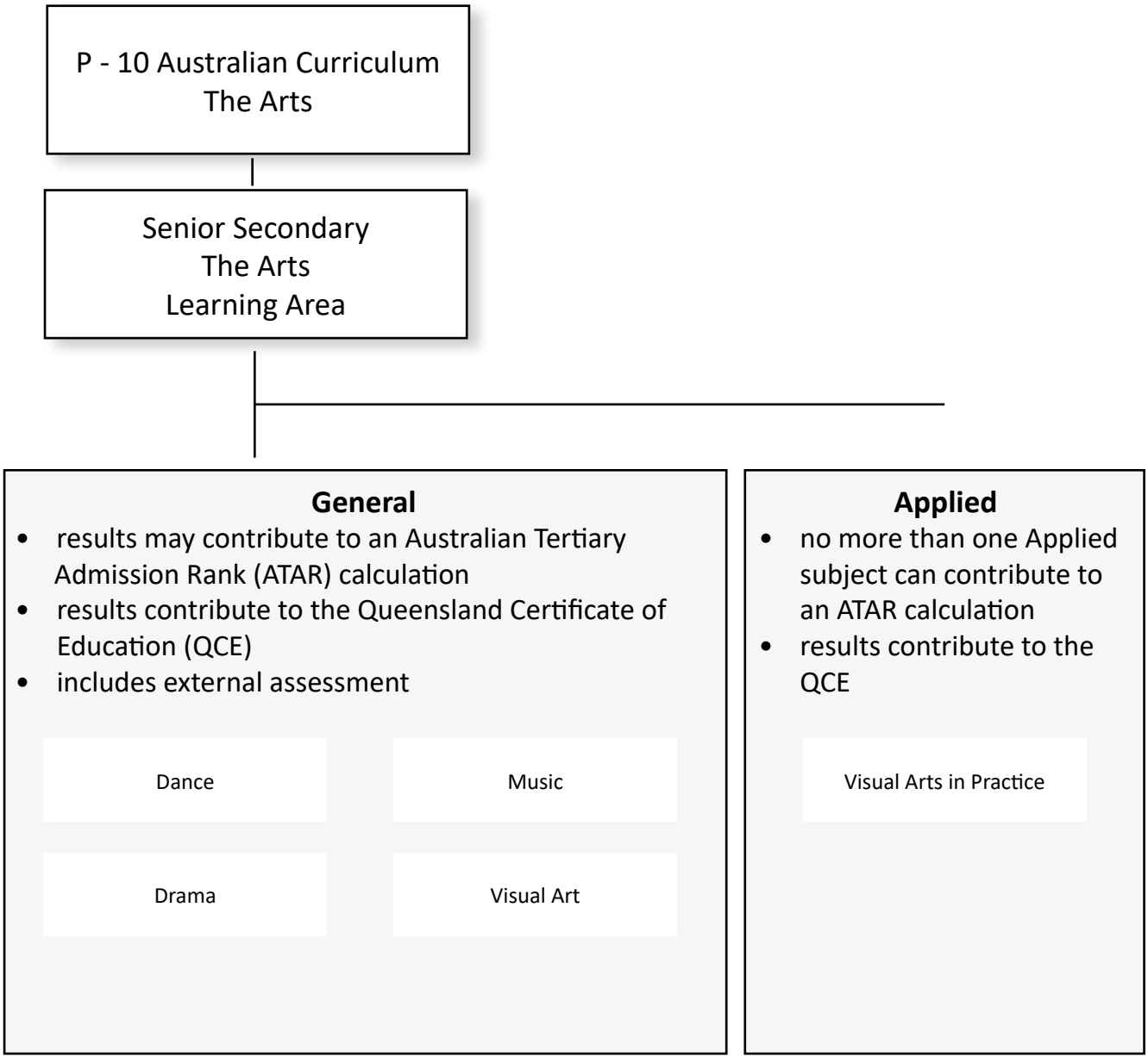
Core	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
Elective	
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:
*Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

The Arts Learning Areas



Dance
Subject Code: DAN111A

GENERAL
QCE Credits: 4

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

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? Genres: • Contemporary • at least one other genre Subject matter: • meaning, purpose and context • historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? Genres: • Contemporary • at least one other genre Subject matter • physical dance environments including site-specific dance • virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? Genres: • Contemporary • at least one other genre Subject matter: • social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? Genres: • fusion of movement styles Subject matter: • developing a personal movement style • personal viewpoints and influences on genre

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Performance	20%	**Formative internal assessment 3 (FIA3):** Project — dance work	35%	**Summative internal assessment 1 (IA1):** Performance	20%	**Summative internal assessment 3 (IA3):** Project — dance work	35%
Formative internal assessment 2 (FIA2): Choreography	20%	**Formative internal assessment 4 (FIA4):** Exam Extended Response	25%	**Summative internal assessment 2 (IA2):** Choreography	20%	**Summative external assessment (EA):** Examination	25%

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.

Drama
Subject Code: DRA111A

GENERAL
QCE Credits: 4

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

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

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

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

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

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Performance	20%	**Formative internal assessment 3 (FIA3):** Project — practice-led	35%	**Summative internal assessment 1 (IA1):** Performance	20%	**Summative internal assessment 3 (IA3):** Project — practice-led project	35%
Formative internal assessment 2 (FIA2): Project — dramatic concept	20%	**Formative internal assessment 4 (FIA4):** Exam — extended response	25%	**Summative internal assessment 2 (IA2):** Project — dramatic concept	20%	**Summative external assessment (EA):** Examination — extended response	25%

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.

Music
Subject Code: MUS111A

GENERAL
QCE Credits: 4

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Performance	20%	**Formative internal assessment 3 (FIA3):** Integrated project	35%	**Summative internal assessment 1 (IA1):** Performance	20%	**Summative internal assessment 3 (IA3):** Integrated project	35%
Formative internal assessment 2 (FIA2): Composition	20%	**Formative internal assessment 4 (FIA4):** Exam — extended response	25%	**Summative internal assessment 2 (IA2):** Composition	20%	**Summative external assessment (EA):** Examination	25%

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.

Visual Art
Subject Code: ART111A

GENERAL
QCE Credits: 4

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

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

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

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

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

Structure

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

Formative assessments

Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Investigation — inquiry phase	20%	**Formative internal assessment 3 (FIA3):** Investigation — inquiry phase	35%	**Summative internal assessment 1 (IA1):** Investigation — inquiry phase	20%	**Summative internal assessment 3 (IA3):** Project — inquiry phase 3	35%
Formative internal assessment 2 (FIA2): Project — inquiry phase	20%	**Formative internal assessment 4 (FIA4):** Exam — extended response	25%	**Summative internal assessment 2 (IA2):** Project — inquiry phase 2	20%	**Summative external assessment (EA):** Examination	25%

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.

Media Arts in Practice

Subject Code: MAP111A

APPLIED
QCE Credits: Up to 4

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

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

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

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts.

Structure

The Media Arts in Practice course is designed around 4 units which can be studied in any order.

Assessment

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

Personal Viewpoints		Representations		Community		Persuasion	
Project	Product	Project	Product	Project	Product	Project	Product
Multi-modal presentation	Portfolio	Multi-modal presentation	Film/ Documentary	Multi-modal presentation	Documentary	Multi-modal presentation	Portfolio

Visual Arts in Practice
Subject Code: VAP111A

APPLIED
QCE Credits: Up to 4

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

Structure
The Visual Arts in Practice course is designed around 4 units which can be studied in any order across the 2 years.

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

Personal Viewpoints		Representations		Community		Persuasion	
Project	Product	Project	Product	Project	Product	Project	Product
Research and Experimental Folio	Resolved Artwork	Research and Experimental Folio	Resolved Artwork	Design Proposal	Resolved Artwork	Research and Experimental Folio	Resolved Artwork

Is this subject for me?

Subject	Yes	No	Maybe
English			
Literature			
Essential English			
Modern History			
Legal Studies			
Business Studies			
General Mathematics			
Mathematical Methods			
Specialist Methods			
Essential Mathematics			
Biology			
Chemistry			
Physics			
Health			
Physical Education			
Early Childhood Studies			
Sport and Recreation			
Agricultural Practices			
Hospitality Practices			
Certificate I & II in Construction			
Certificate II Engineering Pathways			
Industrial Technology Skills			
Dance			
Drama			
Music			
Visual Art			
Media Arts in Practice			
Visual Arts in Practice			

Communication

How can you keep up to date?

- School Website: www.chinchillashs.eq.edu.au
- QSchools App (download from App store or Google Play)
- School Newsletter via QSchools App and our School website
- Contact class teachers by phone or email
- Contact administration: admin@chinchillashs.eq.edu.au
- Contact absence officer: absent@chinchillashs.eq.edu.au

Notes