

MIRANI STATE HIGH SCHOOL

Senior Course Guide 2025

# Introduction

Dear Parents and Students

Mirani State High School is committed to assisting you and your child in making informed decisions about subject selection and career pathways. The information provided in this subject information booklet will assist you in the subject selection process for your student, together with your attendance the traditional Subject Selection Evening in Term 3 2024.

In the weeks following the Subject Selection Evening students and parents will have an individual interview with one of the Administration to finalise their Senior Education and Training Plan. It is important to note that pre-requisites exist for some subjects. Pre-requisites include school attendance and prior student achievement levels in Year 10. The SET plan is an extremely important document as it greatly assists students in developing a plan that ensures they are eligible to receive the senior qualification – the Queensland Certificate of Education (QCE).

Pathways available for students to gain a QCE at Mirani SHS include:

* A traditional study program of General subjects leading to tertiary study: ATAR Eligible
* A range of Applied subjects that have more of a vocational focus: Non-ATAR Eligible
* A school-based traineeship or apprenticeship whilst still attending school
* A combination of some/all of the above
* A combination of Mackay Engineering College/TAFE and Applied subjects
* A combination of University and ATAR Eligible subjects

Financial commitments include general stationery items, joining the Mirani State High School Student Resource Scheme ($160) and paying subject contribution fees for subjects with a high consumable load. Elective subjects can incur additional costs that will be advised on confirmation of selection.

Subject contributions will need to be paid prior to the commencement of the school year to guarantee placement in their preferred subjects.

**All senior subjects require student access to a laptop computer at home and at school, which is a parent/guardian responsibility.**

Please read the contents of this booklet carefully, attend the Subject Selection Evening and the SET plan interviews

**IMPORTANT DATES :**

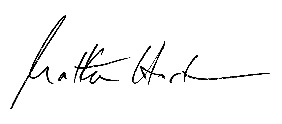
* Subject Selection Evening

Wednesday 31st July 2024

* Senior Enrolment (SET PLAN) Interviews

5th August 2025 to 23rd August 2024

If we can offer any further assistance, please do not hesitate to contact the school.

Regards,

Matthew Horton

Principal

# Key Staff Contacts

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**For subject specific information, contact:**

**Heads of Department:**

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## How do I choose my subjects?

In order to maximize your performance and reach your goals, you should study the subjects that you enjoy and in which you excel.

Important questions to consider when choosing a pathway and selecting subjects:

* What subjects do I enjoy?
* In which subjects do I perform well?
* What are the possible pathways I am considering for the future?
* What are the possible university courses I am interested in pursuing?
* Am I interested in pursuing a trade or apprenticeship?
* Subjects that you need as tertiary prerequisites, as listed in the Tertiary Prerequisites booklet (given to Year 10 students in Term 3).

#### DO NOT choose your subjects for the following reasons:

1. “My friend is taking that subject.” Is the subject of interest to YOU? This is what matters!
2. “I do/don’t really like the teacher.” There is no guarantee that you will have any particular teacher.
3. “Someone told me that the subject is fun (or easy, or interesting).” It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. “Someone told me that the subject is boring.” See point 3.
5. “Someone told me that I do/don’t need that subject for the course I want to take at university.” Check tertiary prerequisites or see the Guidance Officer.

If you haven’t already, discuss the answers to these questions with your parents, the Guidance Officer or any member of administration. You may wish to write down your answers for reference when making your subject selections.

#### Choose very carefully

General subjects are designed and assessed as two-year courses. It will not be possible to pick up a General subject in Year 12. It is an expectation that students will continue with their initial choices for the entirety of their senior schooling.

When planning your senior pathway, be aware that Mirani State High School applies prerequisites to some Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the greatest capability to be successful.

Every Year 10 student will be given an individualised list of possible subject options based on their ability and performance in English and Mathematics in Year 10.

Multiple subject changes in the senior phase of learning can also impact on both a student’s ATAR eligibility and QCE eligibility (see QCE requirements table).

For more information about the new tertiary entrance system, visit the QTAC website.

**Categories of Subjects**

Senior subjects are grouped into three categories:

1. **Applied**

A subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; results from Applied subjects contribute 4 points to the QCE; results may contribute to ATAR calculations.

1. **General**

A subject whose primary pathways lead to University studies and work: results from General subjects contribute 4 points to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations.

1. **Additional Learning Options**

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:

* + attend Mackay Engineering College (MEC)/Central Queensland University (CQU) to begin or complete a Certificate course
  + undertake a school based traineeship or apprenticeship
  + Participate in the SUN (Start Uni Now) program at CQU.

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| **Subjects are offered conditionally dependent of**  **sufficient student demand** | | | | |

**Queensland Certificate of Education (QCE)**

**Mirani State High School expects all students**

**You Need**

**completing Year 12 to attain a QCE as a minimum**

**qualification standard.**

The Queensland Certificate of Education (QCE) qualification

**20 credits**

will be awarded to eligible students by the Queensland

Curriculum and Assessment Authority (QCAA). The QCE

offers flexibility in what, where and when students learn.

**Sound Level of Achievement, Pass or equivalent**

This means that not all learning needs to take place at

school. The QCE recognizes broad learning options –

academic, vocational education, work-place learning

**At least 12 credits from completed Core courses of study**

**+**

**An additional 8 credits from a combination of any courses of study**

and university subjects. Different types of learning

attract different numbers of credits.

You need

The QCAA stipulates that an amount of learning

at a set standard in a set pattern

**But a maximum of 6 credits from Preparatory courses of study and meet literacy and**

**numeracy requirements**

Students in Queensland are issued with a Senior Education  
Profile upon completion of Year 12. For more detailed   
information regarding QCAA requirements including the   
Senior Statement, you can download the QCE handbook   
from the QCAA website.

You need

**To gain a QCE**

**Australian Tertiary Admission Rank (ATAR)**

#### What is an ATAR?

* The ATAR is a fine grained rank order of students.
* It’s a number between 0.00 and 99.95 with increments of 0.05.
* The ATAR is commonly used in other states and territories of Australia.

#### Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students’ ATARs.

**QTAC will calculate ATARs based on either:**

* a student’s best five General subject result; or
* a student’s best results in a combination of four General subject results, plus an applied learning subject result; or

***If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.***

|  |  |
| --- | --- |
| **Best five QCAA General subjects** | **Best four QCAA General subjects**  +  The best result in a:  QCAA Applied currently  Authority-registered subject  or Subject Area Syllabus subject)  **or**  Certificate III  **or**  Certificate IV  **or**  Diploma  **or** Advanced diploma |
| * English as a requirement for ATAR eligibility. * In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject. * Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in an English course. * While students must meet this standard to be eligible to receive an ATAR, it won’t be mandatory for a student’s English result to be included in the calculation of their ATAR | |
|  | |



MIRANI STATE HIGH SCHOOL

General Subjects 2025

|  |  |  |
| --- | --- | --- |
|  | English General senior subject | General |
|  | | |

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

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

* skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
* skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
* enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
* creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
* critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
* empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

### 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/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 contexts * Language and textual analysis * Responding to and creating texts | Texts and culture   * Texts in contexts * Language and textual analysis * Responding to and creating texts | Textual connections   * Conversations about issues in texts * Conversations about concepts in texts. | Close study of literary texts   * Creative responses to literary texts * Critical responses to literary texts |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Spoken persuasive response | 25% | Summative internal assessment 3 (IA3):   * Examination — extended response | 25% |
| Summative internal assessment 2 (IA2):   * Written response for a public audience | 25% | Summative external assessment (EA):   * Examination — extended response | 25% |

|  |  |  |
| --- | --- | --- |
|  | General Mathematics General senior subject | General |
|  | | |

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

### 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:

* 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 |
| **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 | **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 |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1): 20%  Problem-solving and modelling task | | | |
| Summative internal assessment 2 (IA2):   * Examination — short response | 15% | Summative internal assessment 3 (IA3):   * Examination — short response | 15% |
| Summative external assessment (EA): 50%   * Examination — combination response | | | |

|  |  |  |
| --- | --- | --- |
|  | Mathematical Methods General senior subject | General |
|  | | |

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

### 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 | **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 |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1): 20%  Problem-solving and modelling task | | | |
| Summative internal assessment 2 (IA2):   * Examination — short response | 15% | Summative internal assessment 3 (IA3):   * Examination — short response | 15% |
| Summative external assessment (EA): 50%   * Examination — combination response | | | |

|  |  |  |
| --- | --- | --- |
|  | Biology General senior subject | General |
|  | | |

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students’:

* sense of wonder and curiosity about life
* respect for all living things and the environment
* understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
* understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
* appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
* ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
* ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
* ability to 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 |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Data test | 10% | Summative internal assessment 3 (IA3):   * Research investigation | 20% |
| Summative internal assessment 2 (IA2):   * Student experiment | 20% |
| Summative external assessment (EA): 50%   * Examination — combination response | | | |

|  |  |  |
| --- | --- | --- |
|  | Chemistry General senior subject | General |
|  | | |

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students’:

* interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
* understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
* understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
* appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
* expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
* ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
* ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

### 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 |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Physics General senior subject | General |
|  | | |

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students’:

* appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
* understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
* understanding of the ways in which matter and energy interact in physical systems across a range of scales
* understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
* investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
* ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
* ability to 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 |

**Assessment**

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Data test | 10% | Summative internal assessment 3 (IA3):   * Research investigation | 20% |
| Summative internal assessment 2 (IA2):   * Student experiment | 20% |
| Summative external assessment (EA): 50%   * Examination — combination response | | | |

|  |  |  |
| --- | --- | --- |
|  | Psychology General senior subject | General |
|  | | |

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students’:

* interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
* appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
* understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
* ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
* ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
* ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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

### Objectives

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

* describe 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 |
| **Individual development**   * The role of the brain * Cognitive development * Consciousness, attention and sleep | **Individual behaviour**   * Intelligence * Diagnosis * Psychological disorders and treatments * Emotion and motivation | **Individual thinking**   * Brain function * Sensation and perception * Memory * Learning | **The influence of others**   * Social psychology * Interpersonal processes * Attitudes * Cross-cultural psychology |

**Assessment**

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Data test | 10% | Summative internal assessment 3 (IA3):   * Research investigation | 20% |
| Summative internal assessment 2 (IA2):   * Student experiment | 20% |
| Summative external assessment (EA): 50%   * Examination — combination response | | | |

|  |  |  |
| --- | --- | --- |
|  | Legal Studies General senior subject | General |
|  | | |

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students’ abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

### Pathways

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

### Objectives

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

* comprehend legal concepts, principles and processes
* select legal information from sources
* analyse legal issues
* evaluate legal situations
* create responses that communicate meaning to suit the intended purpose.

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 |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Modern History General senior subject | General |
|  | | |

Modern History is a discipline-based subject where students examine traces of humanity’s recent past so they may form their own views about the Modern World since 1750. Through Modern History, students’ curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Pathways

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

### Objectives

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

* devise historical questions and conduct research
* comprehend terms, concepts and issues
* analyse evidence from historical sources
* evaluate evidence from historical sources
* synthesise evidence from historical sources
* communicate to suit purpose.

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| --- | --- | --- | --- |
| **Ideas in the Modern World**  Schools select two of the following topics to study in this unit:   * Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) * Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) * Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) * American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) * French Revolution, 1789–1799 (Estates General meets – New Consulate established) * Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) * Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) * Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) * Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) * Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) * Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) * Arab Spring since 2010 (Tunisian Revolution begins) * Alternative topic for Unit 1. | **Movements in the Modern World**  Schools select two of the following topics to study in this unit:   * Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) * Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) * Workers’ movement since the 1860s (Great Shoemakers Strike in New England begins) * Women’s movement since 1893 (Women’s suffrage in New Zealand becomes law) * May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) * Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) * Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) * Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) * African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) * Environmental movement since the 1960s (Silent Spring published) * LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) * Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) * Alternative topic for Unit 2. | **National experiences in the Modern World**  Schools select two of the following topics to study in this unit:   * Australia since 1901 (Federation of Australia) * United Kingdom since 1901 (Edwardian Era begins) * France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) * New Zealand since 1841 (separate colony of New Zealand established) * Germany since 1914 (World War I begins) * United States of America, 1917–1945 (entry into World War I – World War II ends) * Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) * Japan since 1931 (invasion of Manchuria begins) * China since 1931 (invasion of Manchuria begins) * Indonesia since 1942 (Japanese occupation begins) * India since 1947 (Indian Independence Act of 1947 becomes law) * Israel since 1917 (announcement of the Balfour Declaration) * South Korea since 1948 (Republic of Korea begins). | **International experiences in the Modern World**  Schools select one of the following topics to study in this unit:   * Australian engagement with Asia since 1945 (World War II in the Pacific ends) * Search for collective peace and security since 1815 (Concert of Europe begins) * Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) * Mass migrations since 1848 (California Gold Rush begins) * Information Age since 1936 (On Computable Numbers published) * Genocides and ethnic cleansings since the 1930s (Holocaust begins) * Nuclear Age since 1945 (first atomic bomb detonated) * Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) * Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) * Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) * Space exploration since the 1950s (publication of articles focused on space travel) * Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established) * Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).   Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented. |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Health General senior subject | General |
|  | | |

The Health syllabus 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. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post‑schooling life course transition.

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.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

### 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 the Health inquiry model
* analyse and interpret information to draw conclusions about health-related topics and issues
* critique information to distinguish determinants that influence health status
* 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
* organise information for particular purposes
* 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 and other drugs (elective) * Body image (elective) | **Community as a resource for healthy living**   * Homelessness (elective) * Transport safety (elective) * Anxiety (elective) | **Respectful relationships in the post-schooling transition** |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Action research | 25% | Summative internal assessment 3 (IA3):   * Investigation | 25% |
| Summative internal assessment 2 (IA2):   * Examination — extended response | 25% | Summative external assessment (EA):   * Examination — extended response | 25% |

|  |  |  |
| --- | --- | --- |
|  | Physical Education General senior subject | General |
|  | | |

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others’ performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students’ capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

### 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 and biomechanics in physical activity   * Motor learning in physical activity * Functional anatomy and biomechanics in physical activity | Sport psychology and equity in physical activity   * Sport psychology in physical activity * Equity — barriers and enablers | Tactical awareness and ethics in physical activity   * Tactical awareness in physical activity * Ethics and integrity in physical activity | Energy, fitness and training in physical activity   * Energy, fitness and training integrated in physical activity |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Drama General senior subject | General |
|  | | |

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

### 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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

### Objectives

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

* demonstrate skills of drama
* apply literacy skills
* interpret purpose, context and text
* manipulate dramatic languages
* analyse dramatic languages
* evaluate  dramatic languages.

### Structure

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Share**  How does drama promote shared understandings of the human experience? | **Reflect**  How is drama shaped to reflect lived experience? | **Challenge**  How can we use drama to challenge our understanding of humanity? | **Transform**  How can you transform dramatic practice? |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Performance | 20% | Summative internal assessment 3 (IA3):   * Practice-led project | 35% |
| Summative internal assessment 2 (IA2):   * Dramatic concept | 20% |
| Summative external assessment (EA): 25%   * Examination — extended response | | | |

|  |  |  |
| --- | --- | --- |
|  | Film, Television & New Media General senior subject | General |
|  | | |

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

### Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

### Objectives

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

* design moving-image media products
* create moving-image media products
* resolve film, television and new media ideas, elements and processes
* apply literacy skills
* analyse moving-image media products
* evaluate film, television and new media products, practices and viewpoints.

### Structure

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Foundation   * Technologies * Institutions * Languages | Stories   * Representations * Audiences * Languages | Participation   * Technologies * Audiences * Institutions | Artistry   * Technologies * Representations * Languages |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Case study investigation | 15% | Summative internal assessment 3 (IA3):   * Stylistic production | 35% |
| Summative internal assessment 2 (IA2):   * Multi-platform content project | 25% |
| Summative external assessment (EA): 25%   * Examination — extended response | | | |

|  |  |  |
| --- | --- | --- |
|  | Design General senior subject | General |
|  | | |

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

### Pathways

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

### Objectives

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

* describe design problems and design criteria
* represent ideas, design concepts and design information using visual representation skills
* analyse needs, wants and opportunities using data
* devise ideas in response to design problems
* evaluate ideas to make refinements
* propose design concepts in response to design problems
* 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 |
| **Stakeholder-centred design**   * Designing for others | **Commercial design influences**   * Responding to needs and wants | **Human-centred design**   * Designing with empathy | **Sustainable design influences**   * Responding to opportunities |

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Design challenge | 20% | Summative internal assessment 3 (IA3):   * Project | 25% |
| Summative internal assessment 2 (IA2):   * Project | 30% | Summative external assessment (EA):   * Examination — extended response | 25% |

|  |  |  |
| --- | --- | --- |
|  | Digital Solutions General senior subject | General |
|  | | |

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

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

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia’s workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students’ success in further education and life.

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * Technical proposal | 25% | Summative internal assessment 3 (IA3):   * Digital solution | 25% |
| Summative internal assessment 2 (IA2):   * Digital solution | 25% | Summative external assessment (EA):   * Examination — combination response | 25% |



MIRANI STATE HIGH SCHOOL

Applied Subjects 2025

|  |  |  |
| --- | --- | --- |
|  | Essential English Applied senior subject | Applied |
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The subject Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
* skills to choose generic structures, language, language features and technologies to best convey meaning
* skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
* effective use of language to produce texts for a variety of purposes and audiences
* creative and imaginative thinking to explore their own world and the worlds of others
* active and critical interaction with a range of texts, and an awareness of how language positions both them and others
* empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
* enjoyment of contemporary literary and non-literary texts, including digital texts.

### 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 suit particular purposes and audiences
* use appropriate roles and relationships with audiences
* construct and explain representations of identities, places, events and/or concepts
* make use of and explain opinions and/or ideas 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 language 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 | Language that influences   * Creating and shaping perspectives on community, local and global issues in texts * Responding to texts that seek to influence audiences | Representations and popular culture texts   * Responding to popular culture texts * Creating representations of Australian identifies, places, events and concepts |

### Assessment

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

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

Summative assessments

|  |  |
| --- | --- |
| Unit 3 | Unit 4 |
| Summative internal assessment 1 (IA1):   * Spoken response | Summative internal assessment 3 (IA3):   * Multimodal response |
| Summative internal assessment 2 (IA2):   * Common internal assessment (CIA) | Summative internal assessment (IA4):   * Written response |

|  |  |  |
| --- | --- | --- |
|  | Essential Mathematics Applied senior subject | Applied |
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Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

### 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 | **Data and travel**   * Fundamental topic: Calculations * Data collection * Graphs * Time and motion | **Measurement, scales and chance**   * Fundamental topic: Calculations * Measurement * Scales, plans and models * Probability and relative frequencies | **Graphs, data and loans**   * Fundamental topic: Calculations * Bivariate graphs * Summarising and comparing data * Loans and compound interest |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Science in Practice Applied senior subject | Applied |
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Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

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

Projects and investigations are key features of Science in Practice. 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 scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

### Pathways

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

### Objectives

By the conclusion of the course of study students should:

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

### Structure

Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Consumer science |
| Unit option B | Ecology |
| Unit option C | Forensic science |
| Unit option D | Disease |
| Unit option E | Sustainability |
| Unit option F | Transport |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | 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 |
| Practical project | Students use practical skills to complete a project in response to a scenario. | 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 |

|  |  |  |
| --- | --- | --- |
|  | Business Studies Applied senior subject | Applied |
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Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

### Pathways

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

### Objectives

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

* explain business concepts, processes and practices
* examine business information
* apply business knowledge
* communicate responses
* evaluate projects.

### Structure

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

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Working in administration |
| Unit option B | Working in finance |
| Unit option C | Working with customers |
| Unit option D | Working in marketing |
| Unit option E | Working in events |
| Unit option F | Entrepreneurship |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Extended response | Students respond to stimulus related to a business scenario about the unit context. | 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 * Spoken: up to 7 minutes, or signed equivalent * Written: up to 1000 words |
| Project | Students develop a business solution for a scenario about the unit context. | Action plan  One of the following:   * Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media * Spoken: up to 4 minutes, or signed equivalent * Written: up to 600 words   Evaluation  One of the following:   * Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media * Spoken: up to 3 minutes, or signed equivalent * Written: up to 400 words |

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| --- | --- | --- |
|  | Tourism Applied senior subject | Applied |
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Tourism is one of the world’s largest industries and one of Australia’s most important industries, contributing to gross domestic product and employment.

The term ‘tourism industry’ describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

### Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

### Objectives

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

* explain tourism principles, concepts and practices
* examine tourism data and information
* apply tourism knowledge
* communicate responses
* evaluate projects.

### Structure

Tourism is a four-unit course of study. This syllabus contains five QCAA-developed units as options for schools to select from to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Tourism and travel |
| Unit option B | Tourism marketing |
| Unit option C | Tourism trends and patterns |
| Unit option D | Tourism regulation |
| Unit option E | Tourism industry and careers |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Investigation | Students investigate a unit related context by collecting and examining data and information. | 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 * Spoken: up to 7 minutes, or signed equivalent * Written: up to 1000 words |
| Project | Students develop a traveller information package for an international tourism destination. | Product  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   Evaluation  One of the following:   * Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media * Spoken: up to 3 minutes, or signed equivalent * Written: up to 500 words |

|  |  |  |
| --- | --- | --- |
|  | Early Childhood Studies Applied senior subject | Applied |
|  | | |

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual’s accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child’s development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

### 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 should:

* investigate the fundamentals and practices of early childhood learning
* plan learning activities
* implement learning activities
* evaluate learning activities.

### Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Play and creativity |
| Unit option B | Literacy and numerary |
| Unit option C | Children’s development |
| Unit option D | Children’s wellbeing |
| Unit option E | Indoor and outdoor environments |
| Unit option F | The early education and care sector |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

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

|  |  |  |
| --- | --- | --- |
|  | Sport & Recreation Applied senior subject | Applied |
|  | | |

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person’s wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

### Pathways

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

### Objectives

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

* 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.

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### Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Aquatic recreation |
| Unit option B | Athlete development and wellbeing |
| Unit option C | Challenge in the outdoors |
| Unit option D | Coaching and officiating |
| Unit option E | Community recreation |
| Unit option F | Emerging trends in sport, fitness and recreation |
| Unit option G | Event management |
| Unit option H | Fitness for sport and recreation |
| Unit option I | Marketing and communication in sport and recreation |
| Unit option J | Optimising performance |
| Unit option K | Outdoor leadership |
| Unit option L | Sustainable outdoor recreation |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

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| --- | --- | --- |
| Technique | Description | Response requirements |
| Performance | 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 |
| Project | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | 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 |

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|  | Hospitality Practices Applied senior subject | Applied |
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Technologies have been an integral part of society as humans seek to create solutions to improve their own and others’ quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. 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.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Pathways

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

### Objectives

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

* 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

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

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Culinary trends |
| Unit option B | Bar and barista basics |
| Unit option C | In-house dining |
| Unit option D | Casual dining |
| Unit option E | Formal dining |
| Unit option F | Guest services |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Practical demonstration | Students produce and present an item related to the unit context in response to a brief. | Practical demonstration  Practical demonstration: menu item  Planning and evaluation  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Project | Students plan and deliver an event incorporating the unit context in response to a brief. | Practical demonstration  Practical demonstration: delivery of event  Planning and evaluation  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Investigation | Students investigate and evaluate practices, skills and processes. | 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 |

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|  | Visual Arts in Practice Applied senior subject | Applied |
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The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others’ art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

### Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

### Objectives

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

* use visual arts practices
* plan artworks
* communicate ideas
* evaluate artworks.

### Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Looking inwards (self) |
| Unit option B | Looking outwards (others) |
| Unit option C | Clients |
| Unit option D | Transform & extend |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Project | Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks. | Experimental folio  Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based  OR  Prototype artwork  2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s  OR  Design proposal  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based  OR  Folio of stylistic experiments  Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based  AND  Planning and evaluations  One of the following:   * Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media * Written: up to 600 words * Spoken: up to 4 minutes, or signed equivalent |
| Resolved artwork | Students make a resolved artwork that communicates purpose and context relating to the focus of the unit. | Resolved artwork   * 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s |

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|  | Dance in Practice Applied senior subject | Applied |
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The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia’s cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others’ dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

### Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

### Objectives

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

* use dance practices
* plan dance works
* communicate ideas
* evaluate dance works.

### Structure

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Celebration |
| Unit option B | Industry |
| Unit option C | Health |
| Unit option D | Technology |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Choreography | Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group. | Choreography of dance  Choreography (live or recorded): up to 4 minutes |
| Choreographic project | Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience. | Choreography of dance/dance work  Choreography (live or recorded): up to 4 minutes  Planning and evaluation of choreography  One of the following:   * Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media * Written: up to 600 words * Spoken: up to 4 minutes, or signed equivalent |
| Performance | Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project. | Performance of dance, dance work/s  Performance (live or recorded): up to 4 minutes |
| Performance project | Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. | Performance of dance  Performance (live or recorded): up to 4 minutes  Planning of choreography and evaluation of performance  One of the following:   * Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media * Written: up to 600 words * Spoken: up to 4 minutes, or signed equivalent |

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|  | Media in Practice Applied senior subject | Applied |
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The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

### 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 should:

* use dance practices
* plan dance works
* communicate ideas
* evaluate dance works.

### Structure

Media in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

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| --- | --- |
| Unit option | Unit title |
| Unit option A | Personal viewpoints |
| Unit option B | Representations |
| Unit option C | Community |
| Unit option D | Persuasion |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Project | Students plan, design and evaluate media artworks for a specific context or purpose. Project contexts may include personal viewpoints, representations, community, or persuasion. | **Design product** (pre-production):   * Format varies depending on mode (e.g. script, storyboard, sketch, design folio)   **Planning and/or evaluation** (one of the following):  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent  **Note:** In persuasion tasks (e.g. D1), this takes the form of a **design pitch** |
| Media artwork | Students create a resolved media artwork based on their design product. The final product may express a personal viewpoint, explore representations, celebrate or advocate for community, or persuade a target audience. | One of the following:   * **Audio**: up to 3 minutes * **Moving image**: up to 3 minutes * **Still image**: up to 4 media artworks |

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|  | Building & Construction Skills Applied senior subject | Applied |
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Technologies are an integral part of society as humans seek to create solutions to improve their own and others’ quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry’s practices and production processes through students’ application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to 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 meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students’ development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

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

### Objectives

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

* 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

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

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Site preparation and foundations |
| Unit option B | Framing and cladding |
| Unit option C | Fixing and finishing |
| Unit option D | Construction in the domestic building industry |
| Unit option E | Construction in the commercial building industry |
| Unit option F | Construction in the civil construction industry |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building & Construction Skills are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Practical demonstration | Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures. | Practical demonstration  Practical demonstration: the 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 |
| Project | Students construct a unit context structure and document the construction process. | Structure  Structure: 1 unit-specific structure constructed using the skills and procedures in 5–7 production processes  Construction process  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

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|  | Engineering Skills Applied senior subject | Applied |
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Technologies are an integral part of society as humans seek to create solutions to improve their own and others’ quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Engineering Skills includes the study of the manufacturing and engineering industry’s practices and production processes through students’ application in, and through trade learning contexts. Industry practices are used by manufacturing 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 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.

Applied learning supports students’ development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

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

### Objectives

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

* 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

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

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Fitting and machining |
| Unit option B | Welding and fabrication |
| Unit option C | Sheet metal working |
| Unit option D | Production in the structural engineering industry |
| Unit option E | Production in the transport engineering industry |
| Unit option F | Production in the manufacturing engineering industry |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering Skills are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Practical demonstration | Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures. | Practical demonstration  Practical demonstration: the 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 |
| Project | Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process. | Product  Product: 1 unit-specific product manufactured using the skills and procedures in 5–‍7 production processes  Manufacturing process  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

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| --- | --- | --- |
|  | Industrial Graphics Skills Applied senior subject | Applied |
|  | | |

Technologies are an integral part of society as humans seek to create solutions to improve their own and others’ quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students’ application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to 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 meet client expectations of drawing standards.

Applied learning supports students’ development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

### Pathways

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

### Objectives

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

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

### Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

|  |  |
| --- | --- |
| Unit option | Unit title |
| Unit option A | Drafting for residential building |
| Unit option B | Computer-aided manufacturing drafting |
| Unit option C | Computer-aided drafting — modelling |
| Unit option D | Graphics for the construction industry |
| Unit option E | Graphics for the engineering industry |
| Unit option F | Graphics for the furnishing industry |

### Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

|  |  |  |
| --- | --- | --- |
| Technique | Description | Response requirements |
| Practical demonstration | Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. | Practical demonstration of drafting  Drawings: the drafting 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 |
| Project | Students draft in response to a provided client brief and technical information. | Unit-specific product  Drawings: drawings drafted using the skills and procedures in 5–7 production processes  Drawing process  Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

|  |  |  |
| --- | --- | --- |
|  | Information & Communication Technology Applied senior subject | Applied |
|  | | |

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

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

Applied learning supports students’ development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Pathways

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

### Objectives

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

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

### Structure

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

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

### Assessment

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

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



MIRANI STATE HIGH SCHOOL

Short Courses 2025

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|  | Literacy Short Course | Short Course |
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| This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released. |

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

Literacy is integral to a person’s ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

### Pathways

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

### Objectives

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

* evaluate and integrate information and ideas to construct meaning from texts and text types
* select and apply reading strategies that are appropriate to purpose and text type
* communicate relationships between ideas and information in a style appropriate to audience and purpose
* select vocabulary, grammatical structures and conventions that are appropriate to the text
* select and use appropriate strategies to establish and maintain spoken communication
* derive meaning from a range of oral texts
* plan, implement and adjust processes to achieve learning outcomes
* apply learning strategies.

### Structure and assessment

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

|  |  |
| --- | --- |
| Topic 1: Personal identity and education | Topic 2: The work environment |
| One assessment consisting of two parts:   * an extended response — written (Internal assessment 1A) * a student learning journal (Internal assessment 1B). | One assessment consisting of two parts:   * an extended response — short response (Internal assessment 2A) * a reading comprehension task (Internal assessment 2B). |

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|  | Numeracy Short Course | Short Course |
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| This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released. |

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

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

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

### Pathways

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

### Objectives

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

* select and interpret mathematical information
* select from and use a variety of developing mathematical and problem-solving strategies
* use oral and written mathematical language and representation to communicate mathematically
* plan, implement and adjust processes to achieve learning outcomes
* apply learning strategies.

### Structure and assessment

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

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

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|  | Career Education Short Course | Short Course |
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The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students’ learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

The course is not intended to be a substitute for a quality career education service in a school, nor is it expected that teachers of this subject will provide career guidance to students. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

### Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

### Objectives

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

* demonstrate knowledge
* examine information
* apply knowledge to make recommendations
* communicate using oral and written forms
* appraise learning strategies.

### Structure and assessment

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

|  |  |
| --- | --- |
| Topic 1: My current skills and attributes | Topic 2: My options for the future |
| One presentation consisting of two parts:   * interview or survey findings * learning journal. | One investigation consisting of two parts:   * investigation * learning journal. |
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