



Brisbane Christian College

Wisdom and Knowledge through Christ

SENIOR SECONDARY

Subject Handbook

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 **APPLIED**
 **GENERAL**
 **GENERAL** (Senior External Examination)

Brisbane Christian College

College Vision

Brisbane Christian College, as a Ministry of Life Church Brisbane, is the preferred place of learning. Our community empowers students to live Christ-focused lives. We aspire for excellence and equip our members to achieve their maximum potential.

College Mission

Brisbane Christian College provides quality, holistic education that is both Christ-centred and innovative; encouraging confident, creative, life-long learners.

Our community equips its members to become resourceful servant leaders who live with dignity and care for others to the glory of God.

College Values

At Brisbane Christian College we:

- Honour Jesus Christ
- Empower others
- Aspire to excellence
- Respect others and self
- Develop dynamic relationships.

Brisbane Christian College is a ministry of Life Church

Life Church Vision

To reach people with the love, grace and power of the Gospel by building a large, Bible-based church where the presence of God is seen and felt, empowering people to lead in every area of life.

You can find out more about Life Church at lifechurch.com.au

INTRODUCTION

Secondary School is about confirming career choices and developing our students' skills in their chosen fields. Our young people will make many personal choices as they commit to graduating strong.

Years 11 and 12 students achieve their academic or vocational goals through our Pathways of Excellence. Pathways of Excellence are tailored to the individual student with university or apprenticeship opportunities, relevant subjects, co-curricular and outdoor learning opportunities.

Secondary School students are able to enhance their computer literacy skills, needed to meet the study requirements of their Pathway of Excellence, with the provision of take-home technology and learning software.

PATHWAYS OF EXCELLENCE

Brisbane Christian College recognises there are many pathways to excellence. Individual pathways to recognise the uniqueness of each of our young people. The aim for each graduate is to earn their Queensland Certificate of Education and set them up for the next chapter of their lives, be it vocational or on to further study. Students will have a range of subjects and courses both internal and external designed to allow students to focus on learning of their choice. To support our students' journey through the Secondary school, we have fostered relationships with a range of education institutions giving students the opportunity to study a unit of work through a University or complete Certificate studies for the course of their choice, while completing their school studies. Courses are attended on a weekly basis and students also gain access to university libraries. Students have a balanced selection of senior subjects and teachers will journey with your child to manage their workload. Opportunities for work experience, school based traineeships and school based apprenticeships will be supported on a student by student basis. Our team is committed to fostering life-long learning for all of our young people.

Pathways to university studies must include five General subjects, whilst pathways to Certificate and vocational pathways may take any combination of subjects. Subject selection and Senior pathways will be discussed in SET (Senior Education and Training) plan meetings.

TAFE AT SCHOOL

An alternative method of gaining direct entrance to university is by obtaining a Certificate III, IV or Diploma at TAFE or through another registered training organisation.

The TAFE at school program offers a range of courses that are specifically designed so that they can be completed during school hours. The benefits of TAFE at school:

- gain a nationally recognised qualification
- earn credit points towards the QCE
- gain guaranteed entry into a TAFE Queensland Diploma course
- offers an alternate pathway to university
- Some courses are fee-free and covered under VET in schools funding.

For more information and a full list of courses: <http://tafebrisbane.edu.au/study-with-us/school-students/tafe-at-school/#.V75S75h97b0>

CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions will affect your success at school and initial career options. However, it is also necessary to note that it is now common for people to participate in a variety of occupations during their working life and alternative pathways to many of these careers exist.

OVERALL PLAN

As an overall plan, you are advised to choose subjects that:

- you enjoy
- you have demonstrated some ability or aptitude in
- will help you reach your career and employment goals
- will develop skills, knowledge and attitudes useful throughout your life
- will provide the appropriate prerequisites for further study.

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

Find Out About Career Pathways

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose subjects that will keep several career options open to you. Teachers will be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

You will also need to find out about the various pathways you can take to obtain the skills, knowledge and/or qualifications you need to get a job in the career areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you. Brisbane Christian College offers a range of general education subjects in the senior school. Many of these subjects are the first step towards a particular career.

Consider each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in this booklet
- talk to heads of departments and teachers of each subject
- look at books and materials used in the subject
- listen carefully at subject selection talks
- talk to students who are already studying the subject

Make a decision on a combination of subjects that suit your requirements and abilities

There are traps to avoid when selecting subjects:

- Do not select subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university”.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Students aiming to maximise their chances of tertiary entrance are advised to follow these steps:

- Select the pre-requisite subjects you need for your preferred courses
- Check to ensure that you are eligible for tertiary entrance – Five General subjects

Consider subjects in which you have both an interest and demonstrated ability.

Be Prepared to Ask for Help

After following these suggestions you and your parents may still be confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to, including your teachers, Head of Year and Head of Secondary. Don't be afraid to seek their assistance. They are all prepared to help you.

WHAT DO I DO NOW?

Once you have read the relevant parts of the Senior Subject Selection book and have made a decision about the subjects you wish to choose, complete the online subject selection available at <https://spring.edval.education/login> and enter the unique Webcode that will be emailed to you.

SENIOR EDUCATION PROFILE

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

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

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

SENIOR STATEMENT

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

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

SENIOR SUBJECTS

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

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

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

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school if it:

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

QCE ELIGIBILITY

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

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

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

English requirement

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

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

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

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term course of study describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

COURSE STRUCTURE

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

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative internal assessment — instrument-specific standards

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

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

GENERAL SYLLABUSES

COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

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

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

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

ASSESSMENT

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

GENERAL (SENIOR EXTERNAL EXAMINATION) SYLLABUSES

COURSE OVERVIEW

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

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

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

Students/candidates may enrol in a SEE subject:

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

Eligibility— school students

These are students who are:

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

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

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

Tuition

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

ASSESSMENT

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

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

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

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

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

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

QCAA SENIOR SYLLABUSES

MATHEMATICS

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

ENGLISH

Applied

- Essential English

General

- English
- Literature

SCIENCES

General

- Biology
- Chemistry
- Physics
- Psychology

HEALTH AND PHYSICAL EDUCATION

Applied

- Sport & Recreation

General

- Physical Education

HUMANITIES AND SOCIAL SCIENCES

Applied

- Business Studies

General

- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History

LANGUAGES

General

- Chinese

General (Senior External Examination)

- Arabic
- Chinese
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese

TECHNOLOGIES

Applied

- Industrial Technology Skills
- Information & Communication Technology

General

- Digital Solutions

THE ARTS

Applied

- Arts in Practice
- Music in Practice
- Visual Arts in Practice

General

- Drama
- Music
- Visual Art

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT

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

Number, data and graphs

- Fundamental topic: Calculations
- Number
- Representing data
- Managing money

UNIT 2

Measurement, scales and chance

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Probability and relative frequencies

UNIT 3

Data and travel

- Fundamental topic: Calculations
- Data collection
- Graphs
- Time and motion

UNIT 4

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

Summative internal assessment 1 (IA1):

- Problem-solving and modelling task

Summative internal assessment 2 (IA2):

- Common internal assessment (CIA)

UNIT 4

Summative internal assessment 3 (IA3):

- Problem-solving and modelling task

Summative internal assessment (IA4):

- Examination — short response

GENERAL MATHEMATICS

GENERAL SENIOR SUBJECT

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

Money, measurement, algebra and linear equations

- Consumer arithmetic
- Shape and measurement
- Similarity and scale
- Algebra
- Linear equations and their graphs

UNIT 2

Applications of linear equations and trigonometry, matrices and univariate data analysis

- Applications of linear equations and their graphs
- Applications of trigonometry
- Matrices
- Univariate data analysis 1
- Univariate data analysis 2

UNIT 3

Bivariate data and time series analysis, sequences and Earth geometry

- Bivariate data analysis 1
- Bivariate data analysis 2
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

UNIT 4

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

Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task

UNIT 3

Summative internal assessment 2 (IA2): 15%
• Examination — short response

UNIT 4

Summative internal assessment 3 (IA3): 15%
• Examination — short response

Summative external assessment (EA): 50%
• Examination — combination response

MATHEMATICAL METHODS

GENERAL SENIOR SUBJECT

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

Surds, algebra, functions and probability

- Surds and quadratic functions
- Binomial expansion and cubic functions
- Functions and relations
- Trigonometric functions
- Probability

UNIT 2

Calculus and further functions

- Exponential functions
- Logarithms and logarithmic functions
- Introduction to differential calculus
- Applications of differential calculus
- Further differentiation

UNIT 3

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

UNIT 4

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

Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task

UNIT 3

Summative internal assessment 2 (IA2): 15%
• Examination — short response

UNIT 4

Summative internal assessment 3 (IA3): 15%
• Examination — short response

Summative external assessment (EA): 50%
• Examination — combination response

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

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 mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and

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

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

PATHWAYS

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

OBJECTIVES

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

STRUCTURE

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

UNIT 1

Combinatorics, proof, vectors and matrices

- Combinatorics
- Introduction to proof
- Vectors in the plane
- Algebra of vectors in two dimensions
- Matrices

UNIT 2

Complex numbers, further proof, trigonometry, functions and transformations

- Complex numbers
- Complex arithmetic and algebra
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and transformations

UNIT 3

Further complex numbers, proof, vectors and matrices

- Further complex numbers
- Mathematical induction and trigonometric proofs
- Vectors in two and three dimensions
- Vector calculus
- Further matrices

UNIT 4

Further calculus and statistical inference

- Integration techniques
- Applications of integral calculus
- Rates of change and differential equations
- Modelling motion
- Statistical inference

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%

- Examination — short response

UNIT 4

Summative internal assessment 3 (IA3): 15%

- Examination — short response

Summative external assessment (EA): 50%

- Examination — combination response

ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT

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.
- Use mode-appropriate features to achieve particular purposes.

STRUCTURE

UNIT 1

Language that works

- Responding to texts
- Creating texts

UNIT 2

Texts and human experiences

- Responding to texts
- Creating texts

UNIT 3

Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

UNIT 4

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

Summative internal assessment 1 (IA1):

- Spoken response

Summative internal assessment 2 (IA2):

- Common internal assessment (CIA)

UNIT 4

Summative internal assessment 3 (IA3):

- Multimodal response

Summative internal assessment (IA4):

- Written response

ENGLISH

GENERAL SENIOR SUBJECT

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

Perspectives and texts

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 2

Texts and culture

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 3

Textual connections

- Conversations about issues in texts
- Conversations about concepts in texts.

UNIT 4

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

Summative internal assessment 1 (IA1): 25%

- Spoken persuasive response

Summative internal assessment 2 (IA2): 25%

- Written response for a public audience

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Examination — extended response

Summative external assessment (EA): 25%

- Examination — extended response

LITERATURE

GENERAL SENIOR SUBJECT

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

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which 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 texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

PATHWAYS

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

OBJECTIVES

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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

Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

UNIT 2

Intertextuality

- Ways literary texts connect with each other — genre, concepts and contexts
- Ways literary texts connect with each other — style and structure
- Creating analytical and imaginative texts

UNIT 3

Literature and identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

UNIT 4

Independent explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

ASSESSMENT

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

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

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — extended response

Summative internal assessment 2 (IA2): 25%

- Imaginative response

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Imaginative response

Summative external assessment (EA): 25%

- Examination — extended response

BIOLOGY

GENERAL SENIOR SUBJECT

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

Cells and multicellular organisms

- Cells as the basis of life
- Exchange of nutrients and wastes
- Cellular energy, gas exchange and plant physiology

UNIT 2

Maintaining the internal environment

- Homeostasis — thermoregulation and osmoregulation
- Infectious disease and epidemiology

UNIT 3

Biodiversity and the interconnectedness of life

- Describing biodiversity and populations
- Functioning ecosystems and succession

UNIT 4

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

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination — combination response

CHEMISTRY

GENERAL SENIOR SUBJECT

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

Chemical fundamentals — structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions — reactants, products and energy change

UNIT 2

Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

UNIT 3

Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction

UNIT 4

Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination — combination response

PHYSICS

GENERAL SENIOR SUBJECT

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

Thermal, nuclear and electrical physics

- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

UNIT 2

Linear motion and waves

- Linear motion and force
- Waves

UNIT 3

Gravity and electromagnetism

- Gravity and motion
- Electromagnetism

UNIT 4

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

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination — combination response

PSYCHOLOGY

GENERAL SENIOR SUBJECT

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

Individual development

- The role of the brain
- Cognitive development
- Consciousness, attention and sleep

UNIT 2

Individual behaviour

- Intelligence
- Diagnosis
- Psychological disorders and treatments
- Emotion and motivation

UNIT 3

Individual thinking

- Brain function
- Sensation and perception
- Memory
- Learning

UNIT 4

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

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination — combination response

SPORT & RECREATION

APPLIED SENIOR SUBJECT

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.

The Physical Education syllabus is developmental and

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

ASSESSMENT

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

TECHNIQUE

Performance

DESCRIPTION

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.

RESPONSE REQUIREMENTS

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

PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT

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

Motor learning, functional anatomy and biomechanics in physical activity

- Motor learning in physical activity
- Functional anatomy and biomechanics in physical activity

UNIT 2

Sport psychology and equity in physical activity

- Sport psychology in physical activity
- Equity — barriers and enablers

UNIT 3

Tactical awareness and ethics in physical activity

- Tactical awareness in physical activity
- Ethics and integrity in physical activity

UNIT 4

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

Summative internal assessment 1 (IA1): 25%

- Project — folio

Summative internal assessment 2 (IA2): 25%

- Investigation — report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Project — folio

Summative external assessment (EA): 25%

- Examination — combination response

BUSINESS STUDIES

APPLIED SENIOR SUBJECT

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
Option A	Working in administration
Option B	Working in finance
Option C	Working with customers
Option D	Working in marketing
Option E	Working in events
Option F	Entrepreneurship

ASSESSMENT

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

TECHNIQUE

Extended
response

DESCRIPTION

Students respond to stimulus related to a business scenario about the unit context.

RESPONSE REQUIREMENTS

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

ANCIENT HISTORY

GENERAL SENIOR SUBJECT

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

PATHWAYS

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

OBJECTIVES

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

- 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

Investigating the Ancient World

- Digging up the past
- Features of ancient societies

UNIT 2

Personalities in their time

- Personality from the Ancient World 1
- Personality from the Ancient World 2

UNIT 3

Reconstructing the Ancient World

- Schools select two of the following historical periods to study in this unit:
- Thebes — East and West, from the 18th to the 20th Dynasty
- The Bronze Age Aegean
- Assyria from Tiglath Pileser III to the fall of the Empire
- The Ancient Levant — First and Second Temple Period
- Persia from Cyrus II to Darius III
- Fifth Century Athens (BCE)
- Macedonian Empire from Philip II to Alexander III
- Rome during the Republic
- Early Imperial Rome from Augustus to Nero
- Pompeii and Herculaneum
- Later Han Dynasty and the Three Kingdoms
- The Celts and/or Roman Britain
- The Medieval Crusades
- Classical Japan until the end of the Heian Period

UNIT 4

People, power and authority

- Schools select one of the following historical periods to study in this unit:
- Ancient Egypt — New Kingdom Imperialism
- Ancient Greece — the Persian Wars
- Ancient Greece — the Peloponnesian War
- Ancient Carthage and/or Rome — the Punic Wars
- Ancient Rome — Civil War and the breakdown of the Republic
- Ancient Rome — the Augustan Age
- Ancient Rome — Imperial Rome until the fall of the Western Roman Empire
- Ancient Rome — the Byzantine Empire

Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the 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

Summative internal assessment 1 (IA1): 25%

- Examination — extended response

Summative internal assessment 2 (IA2): 25%

- Investigation

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation

Summative external assessment (EA): 25%

- Examination — short responses

BUSINESS

GENERAL SENIOR SUBJECT

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities.

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

PATHWAYS

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

OBJECTIVES

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

STRUCTURE

UNIT 1

Business creation

- Fundamentals of business
- Creation of business ideas

UNIT 2

Business growth

- Establishment of a business
- Entering markets

UNIT 3

Business diversification

- Competitive markets
- Strategic development

UNIT 4

Business evolution

- Repositioning a business
- Transformation of a business

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Business report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Feasibility report

Summative external assessment (EA): 25%

- Examination — combination response

ECONOMICS

GENERAL SENIOR SUBJECT

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility,

digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

OBJECTIVES

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

STRUCTURE

UNIT 1

Markets and models

- The basic economic problem
- Economic flows
- Market forces

UNIT 2

Modified markets

- Markets and efficiency
- Case options of market measures and strategies

UNIT 3

International economics

- International trade
- Global economic issues

UNIT 4

Contemporary macroeconomics

- Macroeconomic objectives and theory
- Economic indicators and past budget stances
- Economic management

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Investigation

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Examination — extended response

Summative external assessment (EA): 25%

- Examination — combination response

GEOGRAPHY

GENERAL SENIOR SUBJECT

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

PATHWAYS

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

OBJECTIVES

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

STRUCTURE

UNIT 1

Responding to risk and vulnerability in hazard zones

- Natural hazard zones
- Ecological hazard zones

UNIT 2

Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing challenges facing a megacity

UNIT 3

Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

UNIT 4

Managing population change

- Population challenges in Australia
- Global population change

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Field report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Data report

Summative external assessment (EA): 25%

- Examination — combination response

LEGAL STUDIES

GENERAL SENIOR SUBJECT

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

Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

UNIT 2

Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

UNIT 3

Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

UNIT 4

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

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Investigation — inquiry report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation — analytical essay

Summative external assessment (EA): 25%

- Examination — combination response

MODERN HISTORY

GENERAL SENIOR SUBJECT

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.

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).

STRUCTURE

UNIT 1

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.

UNIT 2

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.

Units 3 and 4 on next page

UNIT 3

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).

UNIT 4

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.

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — extended response

Summative internal assessment 2 (IA2): 25%

- Investigation

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation

Summative external assessment (EA): 25%

- Examination — short response

CHINESE

GENERAL SENIOR SUBJECT

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions,

ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

PATHWAYS

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

OBJECTIVES

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Chinese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Chinese.

STRUCTURE

UNIT 1

我的世界

My world

- Family/carers
- Peers
- Education

UNIT 2

探索世界

Exploring our world

- Travel and exploration
- Social customs
- Chinese influences around the world

UNIT 3

社会现象; 文化和特性

Our society; culture and identity

- Lifestyles and leisure
- The arts, entertainment and sports
- Groups in society

UNIT 4

我的现在和未来

My present; my future

- The present
- Future choices

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

Summative internal assessment 1 (IA1): 20%

- Examination — short response

Summative internal assessment 2 (IA2): 25%

- Examination — extended response

UNIT 4

Summative internal assessment 3 (IA3): 30%

- Multimodal presentation and interview

Summative external assessment (EA): 25%

- Examination — combination response

SENIOR EXTERNAL EXAMINATION LANGUAGES

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

- Arabic *
- Chinese
- Indonesian
- Korean
- Latin *
- Modern Greek *
- Polish *
- Punjabi *
- Russian *
- Tamil*
- Vietnamese.

These syllabuses are currently being revised. The Senior subject guide will be updated after the syllabuses are released.

ASSESSMENT

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

Each language examination consists of a written and an oral component, completed on different days. Students must sit both components.

All oral examinations will be recorded.

LANGUAGE EXAMINATIONS

* Arabic, Latin, Modern Greek, Polish, Punjabi, Russian and Tamil are 'borrowed' syllabuses, i.e. the syllabuses for Senior External Examinations are based on syllabuses from interstate jurisdictions.

In such cases, the oral and written examinations will be set by a panel appointed by the relevant interstate Authority, and marked by assessors appointed by that Authority.

For all other languages syllabuses (Chinese, Indonesian, Korean and Vietnamese), External examinations are developed and marked by assessors appointed by the QCAA.

ARABIC

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

The study of Arabic provides students/candidates with the ability to understand and use a language that is spoken by over 250 million people in 22 countries worldwide. It is the official language of the Arab world, which includes countries of the Middle East, North Africa, and the Gulf region, and is one of the official languages of the United Nations.

Learning and using an additional language contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It enables students/candidates to examine influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It also enables them to examine the nature of language and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The language to be studied and assessed is Modern Standard Arabic, which is used throughout Arabic-speaking countries and Arabic-speaking communities in Australia. It is the official language taught worldwide.

PATHWAYS

Arabic is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Arabic provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, international relations, the arts and education.

OBJECTIVES

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

- exchange meaning in a spoken interaction in Arabic
- interpret information from two texts on the same sub-topic presented in Arabic, and respond in writing in Arabic and in English
- present information, concepts and ideas in writing in Arabic on the selected sub-topic and for a specific audience and purpose
- respond in writing in Arabic to spoken, written or visual texts presented in Arabic
- analyse and use information from written, spoken or visual texts to produce an extended written response in Arabic
- explain information, ideas and concepts orally in Arabic to a specific audience about an aspect of culture within communities where Arabic is spoken
- participate in a spoken exchange in Arabic to resolve a personal issue
- interpret information from texts and write responses in Arabic
- express ideas in a personal, informative or imaginative piece of writing in Arabic
- share information, ideas and opinions in a spoken exchange in Arabic
- analyse information from written, spoken and viewed texts for use in a written response in Arabic
- present information, concepts and ideas in evaluative or persuasive writing on an issue in Arabic.

STRUCTURE

UNIT 1

The individual

- Personal identity and lifestyles
- Relationships

UNIT 2

The Arabic-speaking communities

- The Arabic cultural heritage
- Living in an Arab community

UNIT 3

The world around us

- Historical and contemporary people and events
- Global and contemporary society
- Communication and media

UNIT 4

My future

- Aspirations, education and careers
- The influence of science and technology

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete a total of two summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Arabic.

The General senior external examination syllabus in Arabic is based on the Victorian Certificate of Education Arabic Study Design, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Oral examination: 25%

- Summative external examination 1 (SEE 1)

Written examination: 75%

- Summative external examination 2 (SEE 2)

CHINESE

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

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

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

Students/candidates may write responses in full form characters.

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

This syllabus cannot be studied in conjunction with the Chinese General Senior Syllabus 2019 and/or the Chinese Extension General Senior Syllabus 2020.

PATHWAYS

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

OBJECTIVES

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese

STRUCTURE

UNIT 1

我的世界

My world

- Family/carers and friends
- Lifestyle and leisure
- Education

UNIT 2

探索世界

Exploring our world

- Travel
- Technology and media
- The contribution of Chinese culture to the world

UNIT 3

社会现象

Our society

- Roles and relationships
- Socialising and connecting with my peers
- Individuals in society

UNIT 4

我的未来

My future

- Future pathways, plans and reflections
- Responsibilities and moving on

ASSESSMENT

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

In Units 3 and 4 students/candidates complete two summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Extended response: 25%

- Summative external examination 1 (SEE 1)

Combination response: 75%

- Summative external examination 2 (SEE 2)

INDONESIAN

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- comprehend Indonesian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Indonesian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Indonesian.

STRUCTURE

UNIT 1

Duniaku My world

- Family/carers and friends
- Lifestyle and leisure
- Education

UNIT 2

Menjelajahi dunia kita Exploring our world

- Travel
- Technology and media
- The contribution of Indonesian culture to the world

UNIT 3

Masyarakat kita Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

UNIT 4

Masa depan saya My future

- Future pathways, plans and reflections
- Responsibilities and moving on

ASSESSMENT

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

In Units 3 and 4 students/candidates complete two summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Extended response: 25%

- Summative external examination 1 (SEE 1)

Combination response: 75%

- Summative external examination 2 (SEE 2)

KOREAN

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- comprehend Korean to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Korean language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Korean.

STRUCTURE

UNIT 1

나의 삶

My world

- Family/carers and friends
- Lifestyle and leisure
- Education

UNIT 2

우리가 사는 세상

Exploring our world

- Travel
- Technology and media
- The contribution of Korean culture to the world

UNIT 3

우리 사회

Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

UNIT 4

나의 미래

My future

- Future pathways, plans and reflections
- Responsibilities and moving on

ASSESSMENT

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

In Units 3 and 4 students/candidates complete two summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Extended response: 25%

- Summative external examination 1 (SEE 1)

Combination response: 75%

- Summative external examination 2 (SEE 2)

LATIN

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

The study of Latin provides students/candidates with access, not only to the culture, thought and literature of Ancient Rome, but also to the continuing influence of Latin on languages, cultures, literatures and traditions. It helps students/candidates explore social, moral and political value systems and the way in which Roman concepts have influenced Western ways of thinking.

The study of Latin has great value in helping students/candidates develop an understanding of language. The very nature of the Latin language — with its inflections, its word order and its strict attention to relationships between words and sentences — compels students/candidates to think seriously about language in general. The capacity to translate and articulate in one's own language the thoughts, ideas and actions in another language is a mental discipline in the study of language and communication.

In an English-speaking country the benefits of learning Latin are enhanced by the fact that the Latin language significantly influenced the development of English. A background in Latin expands students'/candidates' English vocabulary and improves comprehension and use of English grammar. English vocabulary is strengthened through the study of the Latin origins of English derivatives. Students/candidates may find that their work in Latin will help them in writing papers, studying, understanding the hidden meanings behind words, and personal expression.

The study of the Latin language also gives students/candidates an advantage in learning other foreign languages because they have enhanced their familiarity with grammatical terminology and complex linguistic structures.

The language to be studied and assessed is Latin, and is defined as the language of the literature from the Classical period c. 100 BCE to c. 100 CE.

PATHWAYS

Latin is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Latin can establish a basis for further education and employment in many professions and industries.

In particular, studying Latin provides students/candidates with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Courses in Classics, Ancient History and Archaeology, from undergraduate studies through to postdoctoral research, have direct links with the study of Latin. The study of Latin vocabulary, language and literature links with tertiary courses in literature, linguistics, languages (English and languages other than English), medicine, the sciences and law. The underpinning factors developed in the study of Latin provide components valued in a range of industries.

OBJECTIVES

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

- understand seen and unseen texts written in the original Latin
- understand the linguistic and stylistic features and the cultural references in prescribed Latin texts
- understand the prescribed texts as works of literature in terms of the author's purpose.

STRUCTURE

UNIT 1

Mythology and passion — tales, torments and treachery

UNIT 2

Roman society and values

UNIT 3

The world of Aeneas — a detailed study of poetry

UNIT 4

Cicero and oratory — a detailed study of prose

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete one summative external assessment at the end of the year, after the completion of the course of study. This assessment will determine the student's/candidate's result in this subject.

The external assessment will be based on the subject matter and prescribed texts from Units 3 and 4. For details, see the QCAA General senior external examination syllabus in Latin, which is based on the *Latin Continuers Stage 6 Syllabus*, developed and published by the NSW Education Standards Authority (NESA).

Summative external assessment for this subject is developed and marked by the NSW Education Standards Authority (NESA), according to a commonly applied marking scheme.

The external assessment contributes 100% to the student's/candidate's result in Latin.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Written combination response: 100%

- Summative external assessment: Examination

MODERN GREEK

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

Modern Greek focuses on participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in Greek on a range of themes and topics. Students/candidates develop and extend skills in listening, speaking, reading, writing and viewing in Greek in a range of contexts and develop cultural understanding in interpreting and creating language.

Learning and using an additional language contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students/candidates to examine influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It also enables them to examine the nature of language and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The language to be studied and assessed is the modern standard version of Greek.

Students/candidates are expected to know that dialects exist; however, they are not required to study them.

PATHWAYS

Modern Greek is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Greek provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

OBJECTIVES

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

- exchange meaning in a spoken interaction in Greek
- interpret information from two texts on the same sub-topic presented in Greek, and respond in writing in Greek and in English
- present information, concepts and ideas in writing in Greek on the selected sub-topic and for a specific audience and purpose
- respond in writing in Greek to spoken, written or visual texts presented in Greek
- analyse and use information from written, spoken or visual texts to produce an extended written response in Greek
- explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken
- participate in a spoken exchange in Greek to resolve a personal issue
- interpret information from texts and write responses in Greek
- express ideas in a personal, informative or imaginative piece of writing in Greek
- share information, ideas and opinions in a spoken exchange in Greek
- analyse information from written, spoken and viewed texts for use in a written response in Greek
- present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.

STRUCTURE

UNIT 1

The individual

- Personal identity and lifestyles
- Relationships

UNIT 2

The Greek-speaking communities

- The Greek cultural heritage
- Living in a Greek community

UNIT 3

The world around us

- Historical and contemporary people and events
- Global and contemporary society
- Communication and media

UNIT 4

My future

- Aspirations, education and careers
- The influence of science and technology

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete a total of two summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Greek.

The General senior external examination syllabus in Greek is based on the *Victorian Certificate of Education Greek Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Oral examination: 25%

- Summative external examination 1 (SEE 1)

Written examination: 75%

- Summative external examination 2 (SEE 2)

POLISH

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

Polish is a major Slavic language and one of the most widely spoken languages in Eastern Europe. It is a language of economic importance to Australia and the world, and is one of the official languages of the EU.

Knowledge of Polish gives access to a rich heritage that has contributed to many fields of endeavour. Polish movements have influenced areas that include literature, science and technology, music, the visual arts, theatre and film, architecture, social sciences, exploration, politics.

Australia has a long and continuing tradition of Polish immigration and the Polish community is one of Australia's largest community groups. There are large numbers of Polish-speaking people living in Queensland, chiefly around Brisbane, Townsville, the Sunshine Coast and the Gold Coast.

The language to be studied and assessed is the modern standard or official version of Polish. Students/candidates should be aware of different levels of language, including formal and informal language, some colloquialisms, and slang.

Students/candidates are expected to know that dialects exist; however, they are not required to study them.

PATHWAYS

Polish is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Polish provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

OBJECTIVES

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

- interact with others to exchange information, ideas, opinions and experiences in Polish
- create texts in Polish to express information, feelings, ideas and opinions
- analyse texts that are in Polish to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

STRUCTURE

UNIT 1

The individual

- Relationships
- Leisure and interests

UNIT 2

The Polish-speaking communities

- Visiting Poland
- Famous people in science, art, literature and music
- Legends and significant historical events

UNIT 3

The changing world

- Social issues
- Migration in the past and present
- Polish customs and traditions

UNIT 4

My future

- Education and aspirations
- The world of work

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete a total of two summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Polish.

The General senior external examination syllabus in Polish is based on the *Nationally Assessed Languages Continuers Level Subject Outline* for Polish, developed and published by the South Australian Certificate of Education (SACE) Board of South Australia.

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set by a panel appointed by the South Australian Certificate of Education (SACE) Board of South Australia, and marked by assessors appointed by the SACE Board.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Oral examination: 25%

- Summative external examination 1 (EA 1)

Written examination: 75%

- Summative external examination 2 (EA 2)

PUNJABI

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

The study of Punjabi contributes to the overall education of students/candidates, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Approximately 120 million people, the majority of whom live in India and Pakistan, speak Punjabi. A large number of Punjabis who speak this language have settled in the United States, Canada, Britain, Australia, Malaysia, Singapore, Japan, Hong Kong, Fiji and other countries. Knowledge of modern standard Punjabi provides a foundation for understanding the innumerable regional variants and various styles of spoken Punjabi, which are found both within and outside the subcontinent.

The study of Punjabi provides students/candidates with access to a rich and diverse cultural tradition developed over a long period of time. This tradition includes poetry, prose, philosophy, traditional folk dance, film, music and meditation.

The language to be studied and assessed is modern standard Punjabi. The written form is in the Gurmukhi script. Punjabi is the language of two Punjabs, one in India and the other in Pakistan. It is the official language of the Indian state of Punjab and is the second language in the neighbouring states to the Punjab (including the capital of India, New Delhi).

PATHWAYS

Punjabi is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Punjabi provide students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

OBJECTIVES

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

- establish and maintain a written or spoken exchange related to personal areas of experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to text focusing on real or imaginary experience
- participate in a written or spoken exchange related to making arrangements and completing transactions
- listen to, read, and extract and use information from written and spoken texts
- give expression to real or imaginary experience in written or spoken form
- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences
- analyse and use information from written texts
- respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities.

STRUCTURE

UNIT 1

The individual

- Personal world
- Arts and entertainment

UNIT 2

The Punjabi-speaking communities

- Visiting a Punjabi-speaking community
- Lifestyles
- Historical perspectives

UNIT 3

The changing world

- Social issues
- Scientific and technological issues
- Personal opinions and values

UNIT 4

My future

- Education and aspirations
- The world of work

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete a total of two summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Punjabi.

The General senior external examination syllabus in Punjabi is based on the *Victorian Certificate of Education Punjabi Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Oral examination: 25%

- Summative external examination 1 (EA 1)

Written examination: 75%

- Summative external examination 2 (EA 2)

RUSSIAN

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

The study of Russian contributes to the overall education of students/candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Russian develops a student's/candidate's ability to understand and use a significant world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also one of the official languages of international organisations such as the United Nations and UNESCO.

The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences.

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected.

PATHWAYS

Russian is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Russian provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

OBJECTIVES

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

- establish and maintain a written or spoken exchange related to personal areas of experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to a text focusing on real or imaginary experience
- participate in a written or spoken exchange related to making arrangements and completing transactions
- listen to, read, and extract and use information from written and spoken texts
- give expression to real or imaginary experience in written or spoken form
- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences
- analyse and use information from written texts
- respond critically to spoken and written texts that reflect aspects of the language and culture of Russian-speaking communities.

STRUCTURE

UNIT 1

The individual

- Personal identity
- Leisure and lifestyle

UNIT 2

The Russian-speaking communities

- Visiting Russia
- Arts and entertainment

UNIT 3

The changing world

- Social issues
- Environmental issues
- Lifestyles

UNIT 4

My future

- Education and aspirations
- The world of work

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete a total of two summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Russian.

The General senior external examination syllabus in Russian is based on the *Victorian Certificate of Education Russian Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Oral examination: 25%

- Summative external examination 1 (EA 1)

Written examination: 75%

- Summative external examination 2 (EA 2)

TAMIL

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

The study of Tamil contributes to the overall education of students/candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Tamil is widely spoken in Southern India and Sri Lanka. It is also the language of many Tamils who have migrated to different parts of the world, including Malaysia and Singapore, and in more recent times Canada, France, Germany, the UK and Australia.

Tamil is one of the oldest languages in the world. The study of Tamil provides access to an important cultural and linguistic heritage.

The language to be studied and assessed is the modern standard version of Tamil.

Centuries of influence from other cultures and religions has resulted in numerous borrowings of words from other languages that have become an acceptable part of Tamil usage. Examples include

There are also common borrowings from English in fields such as music, science and technology. As a result of the scattering of Tamil speakers across the world, there are some marked variations in the spoken language. These variations may surface in different social situations and are acceptable, provided they occur in the appropriate context.

PATHWAYS

Tamil is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Tamil provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

OBJECTIVES

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

- Objective 1: Exchange information, opinions and experiences in Tamil.
- Objective 2: Express ideas through the production of original texts in Tamil.
- Objective 3: Analyse, process and respond to texts that are in Tamil.
- Objective 4: Understand aspects of the language and culture of Tamil-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Tamil and English.

STRUCTURE

UNIT 1

The individual

- Personal identity
- The arts and entertainment

UNIT 2

The Tamil-speaking communities

- Travel and tourism in a Tamil-speaking country
- Culture and traditions
- The past and present

UNIT 3

The changing world

- Changing lifestyles
- Status of women
- Personal views and opinions

UNIT 4

My future

- Education and aspirations
- The world of work

ASSESSMENT

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

In Units 3 and 4 students/candidates will complete a total of two summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Tamil.

The General senior external examination syllabus in Tamil is based on the *Victorian Certificate of Education Tamil Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Oral examination: 25%

- Summative external examination 1 (EA 1)

Written examination: 75%

- Summative external examination 2 (EA 2)

VIETNAMESE

GENERAL SENIOR EXTERNAL EXAMINATION SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- comprehend Vietnamese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Vietnamese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Vietnamese.

STRUCTURE

UNIT 1

Thế giới của tôi

My world

- Family/carers and friends
- Lifestyle and leisure
- Education

UNIT 2

Khám phá thế giới của chúng ta

Exploring our world

- Travel
- Technology and media
- The contribution of Vietnamese culture to the world

UNIT 3

Xã hội của chúng ta

Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

UNIT 4

Tương lai của tôi

My future

- Future pathways, plans and reflections
- Responsibilities and moving on

ASSESSMENT

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

In Units 3 and 4 students/candidates complete two summative external examinations at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

SUMMATIVE ASSESSMENTS

UNITS 3 AND 4

Extended response: 25%

- Summative external examination 1 (SEE 1)

Combination response: 75%

- Summative external examination 2 (SEE 2): Combination response

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SENIOR SUBJECT

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 manufacturing industries to produce products. The manufacturing industry transforms 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.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, 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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures.

STRUCTURE

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

ASSESSMENT

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

INFORMATION & COMMUNICATION TECHNOLOGY

APPLIED SENIOR SUBJECT

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

ASSESSMENT

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

TECHNIQUE Product proposal	DESCRIPTION Students produce a prototype for a product proposal in response to a client brief and technical information.	RESPONSE REQUIREMENTS 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

DIGITAL SOLUTIONS

GENERAL SENIOR SUBJECT

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

Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

UNIT 2

Application and data solutions

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

UNIT 3

Digital innovation

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

UNIT 4

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

Summative internal assessment 1 (IA1): 25%

- Technical proposal

Summative internal assessment 2 (IA2): 25%

- Digital solution

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Digital solution

Summative external assessment (EA): 25%

- Examination — combination response

ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

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 Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. 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 interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

PATHWAYS

Learning in 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 Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more

broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

OBJECTIVES

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

- use arts practices
- plan arts works
- communicate ideas
- evaluate arts works.

STRUCTURE

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. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

UNIT OPTION	UNIT TITLE	UNIT OPTION	UNIT TITLE
Option A	Issues	Option C	Clients
Option B	Celebration	Option D	Showcase

ASSESSMENT

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

TECHNIQUE

Project

DESCRIPTION

Students plan, make and evaluate an arts work to communicate their viewpoint about a selected issue, experiences of identity and belonging, response to a client brief, or exploration of an inspirational arts practitioner.

RESPONSE REQUIREMENTS

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

Planning and evaluation of arts work

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

Product or performance

Students make an arts work in response to the selected issue, celebration or event about cultural identity, a client brief, or influences as explored in the project, to communicate their ideas.

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Devised scene: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded) up to 4 minutes

MUSIC IN PRACTICE

APPLIED SENIOR SUBJECT

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.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

PATHWAYS

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music 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 Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

OBJECTIVES

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

STRUCTURE

Music 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
Option A	Music of today
Option B	The cutting edge
Option C	Building your brand
Option D	'Live' on stage!

ASSESSMENT

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

TECHNIQUE Composition	DESCRIPTION Students make a composition that is relevant to the purpose and context of the unit.	RESPONSE REQUIREMENTS Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or 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

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

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 will:

- 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
Option A	Looking inwards (self)
Option B	Looking outwards (others)
Option C	Clients
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

DRAMA

GENERAL SENIOR SUBJECT

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

Share

- How does drama promote shared understandings of the human experience?

UNIT 2

Reflect

- How is drama shaped to reflect lived experience?

UNIT 3

Challenge

- How can we use drama to challenge our understanding of humanity?

UNIT 4

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

Summative internal assessment 1 (IA1): 20%

- Performance

Summative internal assessment 2 (IA2): 20%

- Dramatic concept

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Practice-led project

Summative external assessment (EA): 25%

- Examination — extended response

MUSIC

GENERAL SENIOR SUBJECT

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

OBJECTIVES

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

STRUCTURE

UNIT 1

Designs

Through inquiry learning, the following is explored:
How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

UNIT 2

Identities

Through inquiry learning, the following is explored:
How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

UNIT 3

Innovations

Through inquiry learning, the following is explored:
How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

UNIT 4

Narratives

Through inquiry learning, the following is explored:
How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Performance

Summative internal assessment 2 (IA2): 20%

- Composition

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Project

Summative external assessment (EA): 25%

- Examination — extended response

VISUAL ART

GENERAL SENIOR SUBJECT

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

PATHWAYS

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

OBJECTIVES

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning

STRUCTURE

UNIT 1

Art as lens

- Concept: lenses to explore the material world
- Contexts: personal and contemporary
- Focus: people, place, objects

UNIT 2

Art as code

- Concept: art as a coded visual language
- Contexts: formal and cultural
- Focus: codes, symbols, signs and art conventions

UNIT 3

Art as knowledge

- Concept: constructing knowledge as artist and audience
- Contexts: contemporary, personal, cultural and/or formal
- Focus: student-directed

UNIT 4

Art as alternate

- Concept: evolving alternate representations and meaning
- Contexts: contemporary, personal, cultural and/or formal
- Focus: student-directed

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Investigation — inquiry phase 1

Summative internal assessment 2 (IA2): 25%

- Project — inquiry phase 2

UNIT 4

Summative internal assessment 3 (IA3): 30%

- Project — inquiry phase 3

Summative external assessment (EA): 25%

- Examination — extended response



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