2026 Senior PATHWAYS GUIDE

Heights Great Scale

Springfield Central State High

2026 Senior Pathways Book

This book is a guide to the General, Applied and Vocational Education and Training subjects that we offer at Springfield Central State High School in Year 11 and 12.

Within this book you will find, a table of contents, general Senior Schooling information and each subject offered in the faculties of English, Mathematics, Science, Health and Physical Education, Technologies, Humanities, the Arts and LOTE.

Please have a deep dive into all of the subjects that we offer, if you need further information - these staff will be happy to help:

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WELCOME TO THE SENIOR SCHOOL AT SPRINGFIELD CENTRAL STATE HIGH SCHOOL IT IS IMPORTANT TO REMEMBER THE FOLLOWING:

Agreement of all Year 11 and 12 Senior School Students are to:

- ☑ Be in full school uniform; fully financial or have a plan in place, self-motivated, responsible, prepared for learning with required resources and committing to their intended course of study in an increasingly independent manner.
- ☑ Complete homework tasks and ensure assignments in accordance with the school's assessment policy.
- ☑ Ensure that effort and behaviour grades are maintained at a 'C' (sound achievement) level as a minimum at all times.
- ☑ Ensure they are meeting the school's Core Values of Respect, Responsibility, Resilience and Relationships at all times.
- ☑ Attend every class each day on time- 95% attendance is expected in Year 11 and Year 12

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Prerequisites for 2026

AREA OF STUDY	LEVEL	SUBJECT NAME	CODE	YEAR 10 REQUIREMENT
ENGLISH	General	English	ENG	C in Yr10 English, Literature or English Extension
	General	Literature	LIT	C in Yr10 English, Literature or English Extension
	General	English & Literature Extension	ELX	Head of Department Invitation only
	Applied	Essential English	ENE	Nil
MATHEMATICS	General	General Mathematics	MAG	B in Yr10 General Mathematics or C in Yr10 Mathematics Methods
	General	Mathematical Methods	MAM	B in Yr10 Mathematics Methods or A in Yr10 General Mathematics
	General	Specialist Mathematics	MAS	B in Yr10 Specialist Maths or Mathematics Methods
	Applied	Essential Mathematics	MAE	Nil
SCIENCE	General	Biology	BIO	B in any Yr10 General Science
	General	Chemistry	CHM	B in any Yr10 General Science
	General	Physics	PHY	B in any Yr10 General Science
	General	Psychology	PSY	B in any Yr10 General Science
	Applied	Science in Practice	SCP	Nil
HEALTH AND PE	General	Health	HEA	C in Yr10 English & recommended B in Yr10 Health Education
	General	Physical Education	PED	C in Yr10 English & recommended B in Yr10 Physical Education
	Applied	Sport and Recreation	REC	Nil
	VET	Certificate III Fitness/ Certificate II Sport and Recreation	FIT	C in Yr10 PE or Recreation, interest in Fitness Industry, VETiS
TECHNOLOGIES	General	Design	DES	C in Yr10 English & recommended C in Yr10 Design or Visual Arts
	General	Engineering	EGR	B in Yr10 Gen Math or C in Yr10 Math Methods & recommended B in Yr10 Engineering
	General	Digital Solutions	DIS	C in Yr10 English + any Maths & recommended B in Yr10 Engineering or Design
	Applied	Industrial Graphics	GSK	Nil
	Applied	Industrial Technology Skills	ISK	Nil
	Applied	Early Childhood Studies	ECS	Nil
	Applied	Hospitality Practices	HPJ	Nil
HUMANITIES	General	Accounting	ACC	C in Yr10 English & recommended C in any Humanities subject
	General	Ancient History	AHS	C in Yr10 English & recommended C in any Humanities subject
	General	Business	BUS	C in Yr10 English & recommended C in any Humanities subject
	General	Geography	GEG	C in Yr10 English & recommended C in any Humanities subject
	General	Legal Studies	LEG	C in Yr10 English & recommended C in any Humanities subject
	General	Modern History	MHS	C in Yr10 English & recommended C in any Humanities subject
	Applied	Social & Community Studies	SCS	Nil
	Applied	Tourism	TOU	Nil
	VET	Certificate III in Business	VBS	Nil
THE ARTS	General	Dance	DAN	C in Yr10 English & recommended prior Dance experience
	General	Drama	DRA	C in Yr10 English & recommended prior Drama experience
	General	Film, TV & New Media	FTM	C in Yr10 English & recommended C in Yr10 Practical Arts subject
	General	Music	MUS	C in Yr10 English & recommended B Music or prior Music experience
	General	Music Extension	MUX	C in Yr11 English & B in Yr11 Music -Study with Music Year 12 only
	General	Visual Art	ART	C in Yr10 English & recommended C in Yr10 Practical Arts subject
	Applied	Dance in Practice	DIP	Nil - recommended prior Dance experience
	Applied	Drama in Practice	DRP	Nil
	Applied	Music in Practice	MUP	Nil
	VET	Certificate II in Visual Arts	VCA	Nil -Recommended prior Visual Arts knowledge. Can ONLY do either CERT II Visual Arts or CERT III Screen and Media
	VET	Certificate III in Screen and Media	VSM	Nil -can ONLY do either CERT II Visual Arts or CERT III Screen and Media
LOTE	General	Japanese	JPS	C in Yr10 Japanese or demonstrated knowledge of Hiragana and Katakana

SPRINGER PATHWAYS

CAREER READY

GOAL = Fulltime work or Apprenticeship with VET Training at school

NO MORE THAN 3 *General Subjects + min. 2 Applied and/or VET Subjects

Also undertake at least ONE of the following:

- School Based Traineeship / Apprenticeship
- External Course
- Work Experience / Career Preparation

**must have completed pre-requisites for General Subjects*

UNIVERSITY: ATAR

GOAL = ATAR of 80+

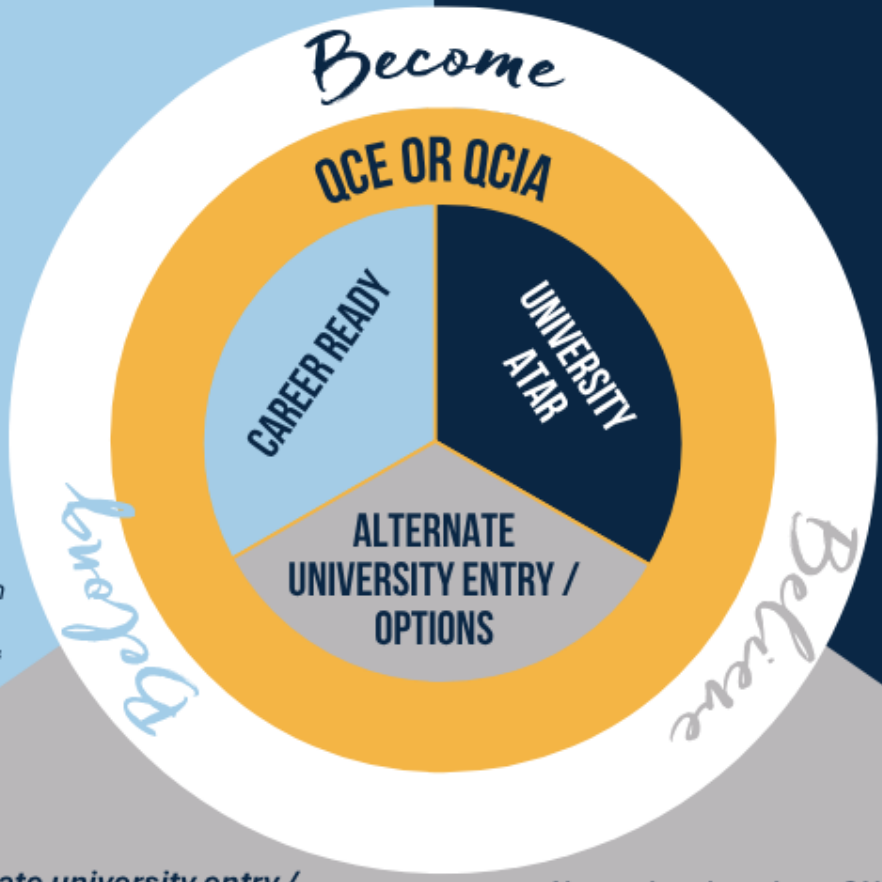
6 *General Subjects (preferred)
Must select English and/or Literature

OR

Minimum 5 *General Subjects
Must select English and/or Literature

Also, ATAR 4* General Subjects
(+ min. 1 Applied subject OR Cert III or above. Must select English and/or Literature)
Deputy Principal and Guidance Officer APPROVAL REQUIRED

**must have completed pre-requisites for General Subjects*



GOAL = Alternate university entry / unsure of pathway post school.

NO MORE THAN 3 *General Subjects + min. 2 Applied and/or VET Subjects
Must select English and/or Literature

Also undertake at least ONE of the following:

*- Selected Certificate III, IV or Diploma courses (Selection Rank Entry) ***
*- HeadStart Program (Direct Entry) ***

*** Range of selection rank = approx. 65 - 86. Check QTAC for relevant courses (subject to change)*
**must have completed pre-requisites for General Subjects*

ALTERNATE UNIVERSITY ENTRY / POST-SCHOOL OPTIONS

Senior Curriculum

- All students MUST study an English subject. In order for a student to be eligible for an ATAR, student must study an English subject.
- The choice of English courses is determined by Year 10 results and also QTAC course prerequisites.
- All students will then study five or more other elective subjects chosen from courses on offer from each of the Departments or an alternative provider (e.g. Brisbane School of Distance Education). In selecting these subjects' students need to refer to the guidelines provided throughout this booklet.
- At Springfield Central State High School students are offered the following choice of subject types:

GENERAL SUBJECTS

These subjects follow a Queensland Curriculum and Assessment Authority (QCAA) Syllabus. Year 12 exit results in EITHER

(a) 4 General subjects and 1 Applied subject/Cert III or

(b) 5 General subjects are needed for a student to be eligible for an Australian Tertiary Admissions Rank (ATAR) and direct tertiary entrance.

These subjects can also provide credit towards the Queensland Certificate of Education (QCE).

APPLIED SUBJECTS

These are accredited QCAA subjects and can provide credit towards the Queensland Certificate of Education (QCE). A maximum of 1 Applied subject can contribute to your ATAR calculation

VOCATIONAL EDUCATION AND TRAINING OPTIONS

Nationally Recognised Certificates that allow students to demonstrate competency in a range of industry recognised units. Springfield Central State High School has a range of certificate courses under its own scope of registration and partners with other Registered Training Organisations to deliver a range of others. These are clearly identified in the individual course information.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

A formal vocational education and training pathway. Further information is provided on the next page.

TERTIARY PROGRAMS

Throughout the senior secondary year students may be given the opportunity to enrol in Tertiary Programs such as USQ Head Start or the UQ Enhanced Studies Program. Enrolment in these programs is by invitation and at the discretion of the school. For more information speak to the Guidance Officer (Senior School) or the Head of Department Senior Secondary.

QCIA

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. The certificate is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge that they can present to employers and training providers.

QCIA pathway planning: Discussions about a QCIA learning pathway take place in Year 10 as part of the Senior Education and Training (SET) planning process. Schools identify students who are eligible for the QCIA and decide the best certification options for each student in consultation with their parents/carers.

NOTE:

Changes to courses may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider prerequisite status with the Guidance Officer, Administration and/or parents when considering electives and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resources, subject availability and student demand.

School Based Apprenticeships & Traineeships

WHAT ARE SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS?

School-based apprenticeships and traineeships allow you to work for an employer and undertake training towards a recognised qualification, while completing your secondary school studies. It is possible that upon successful completion of Year 12, you may receive a Queensland Certificate of Education, have trained towards a certificate qualification in your chosen career and been paid for time spent working.

WHY CHOOSE A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?

- Get a head start on your career while still at school
- Get experience in the workplace before you leave school
- Earn money for the time you spend working
- Train towards achieving a nationally recognised qualification
- Improve your confidence

School-based apprenticeships and traineeships are a great way to make the move from school to work. They will put you a step ahead of the competition when you apply for jobs and give you the confidence to continue working or go on to further study.

HOW DO SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS WORK?

School-based apprenticeships and traineeships involve a mix of studying at high school, training and working. All of these things will become a part of your school timetable. It is the student's responsibility to contact their provider/trainer when they are going to be absent from the course.

SCHOOL

You will continue to go to school to earn credits towards your Queensland Certificate of Education. A school- based apprenticeship or traineeship must have an impact on your school timetable. That means some of your training and work must take place during school hours. As part of your training plan, an Education, Training and Employment Schedule will be developed with you, your employer, school, training provider and your parents or caregivers to outline when you are at school, work and training.

WORK

As part of your school-based apprenticeship or traineeship you will work for a minimum of 50 days (or an equal number of hours) over a 12-month period. You may work:

- one or more days a week and attend school on the remaining days
- for blocks of time depending on what you and your employer need
- on weekends, during school holidays or after school.

You will be paid for the time spent working, including an extra amount to make up for not receiving sick or recreation leave. However, as a school-based apprentice or trainee, you will not be paid for the time spent undertaking training delivered by the training provider.

TRAINING

Your training provider will make sure you learn the skills you need to successfully complete your apprenticeship or traineeship. Training will take place while you are at work, at school and/or at your training provider (a TAFE Institute or other Registered Training Organisation).

TRAINING COSTS

Talk to your training provider about the costs of the training. Some receive State Government funding to deliver this training. Other costs to consider include transport costs, uniforms and equipment, and study materials. To find out if you are eligible for assistance to cover some of these costs visit www.apprenticeshipsinfo.qld.gov.au or call 1800 210 210.

WHAT HAPPENS IF I DON'T COMPLETE MY SCHOOL-BASED APPRENTICESHIP/TRAINEESHIP WHILE I'M AT SCHOOL?

Most students complete their school-based traineeship while they are still at school. However, all school-based apprentices and some school-based trainees will need to finish their training after they have left school. If you do not complete your apprenticeship or traineeship while at school, your employer will need to convert you to a full-time or part-time apprentice or trainee as soon as you leave school.

External Courses

To help meet the diverse needs and interests of our school, students are able to access external course options including those run by the TAFE In Schools programs (including Wes Tec Trade Training Centre), Mater Education, Apprenticeships Queensland and Barrington College. Certificate 1,2,3,4 and Diploma courses are on offer.

All courses are advertised to students via our school website, student notices and emails.

All students wishing to complete a course will be interviewed by the Senior Pathway team to help ensure they are picking the correct qualifications for their future needs as well as outline the expectations of completing an external offering.

Students accepted into an external offering will be asked to 'drop' an existing subject, giving them a study line so they can have more time to be successful in their school program and course as well as be supported in the Independent Study Line (ISL) room.

Students wishing to represent Springfield Central State High School must adhere strictly to following our core values "respect, resilience, relationships and responsibility" and ensure attendance; behaviour and academic requirements are met. In particular students must ensure they catch up on any missed work due to work and study commitments.

To qualify for an external course, students must have demonstrated appropriate behaviour, effort and attendance at school.

Many certificate I and II courses qualify for Vocational Education and Training in Schools (VETis) Funding. It is important to note that all students are only able to access their VETis funding once and as such should choose their course wisely, so their funding is not wasted. Certificate III, IV and Diploma course do not use VETis Funding.

Popular courses on offer include:

- ☑ Cert I Construction
- ☑ Diploma of Business
- ☑ Cert II/III Health Support Services
- ☑ Cert II Animal Studies
- ☑ Cert II Salon Assistant
- ☑ Cert II Automotive
- ☑ Cert III Design Fundamentals
- ☑ Cert IV Crime and Justice Studies.

More information, including a list of all currently offered courses, is available on out school website https://springfieldcentralshs.eq.edu.au/curriculum/senior-school/external-courses

English (ENG)

PREREQUISITES- C IN YR10 ENGLISH, LITERATURE OR ENGLISH EXTENSION

COURSE OVERVIEW

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

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

OBJECTIVES

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

- use patterns and conventions of genres to 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.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and texts ☑ Examining and creating perspectives in texts ☑ Responding to a variety of non-literary and literary texts ☑ Creating responses for public audiences and persuasive texts	**Texts and culture** ☑ Examining and shaping representations of culture in texts ☑ Responding to literary and non-literary texts, including a focus on Australian texts ☑ Creating imaginative and analytical texts	**Textual connections** ☑ Exploring connections between texts ☑ Examining different perspectives of the same issue in texts and shaping own perspectives ☑ Creating responses for public audiences and persuasive texts	**Close study of literary texts** ☑ Engaging with literary texts from diverse times and places ☑ Responding to literary texts creatively and critically ☑ Creating imaginative and analytical texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Extended response — persuasive spoken response	25%	**Summative internal assessment 3 (IA3):** ☑ Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): ☑ Extended response — written response for a public audience	25%	**Summative external assessment (EA):** ☑ Examination — analytical written response	25%

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Literature (LIT)

PREREQUISITES- C IN YR10 ENGLISH, LITERATURE OR ENGLISH EXTENSION

COURSE OVERVIEW

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

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Introduction to literary studies ☑ Ways literary texts are received and responded to ☑ How textual choices affect readers ☑ Creating analytical and imaginative texts	**Texts and culture** ☑ 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	**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	**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).

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Extended response — imaginative spoken/multimodal response	**25%**	**Summative internal assessment 3 (IA3):** ☑ Extended response — imaginative written response	**25%**
Summative internal assessment 2 (IA2): ☑ Examination — analytical written response	**25%**	**Summative external assessment (EA):** ☑ Examination — analytical written response	**25%**

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

English & Literature Extension (ELX)

PREREQUISITES - YEAR 12 SUBJECT BY HEAD OF DEPARTMENT INVITATION ONLY

COURSE OVERVIEW

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

PATHWAYS

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

OBJECTIVES

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

*This subject change requires additional approval from HOD/DP

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STRUCTURE

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

UNIT 3	UNIT 4
Ways of reading ☑ Readings and defences ☑ Complex transformation and defence	**Exploration and evaluation** ☑ Extended academic research paper ☑ Application of theory

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Extended response — reading and defence	**20%**	**Summative internal assessment 3 (IA3):** ☑ Extended response — academic research paper	**35%**
Summative internal assessment 2 (IA2): ☑ Extended response — complex transformation and defence	**20%**	**Summative external assessment (EA):** ☑ Examination — theorised exploration of unseen text	**25%**

Essential English (ENE)

PREREQUISITES - NIL

COURSE OVERVIEW

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

PATHWAYS

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

OBJECTIVES

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

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

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language that works ☑ Responding to a variety of texts used in and developed fora work context ☑ Creating multimodal and written texts	**Texts and human experiences** ☑ Responding to reflective and nonfiction texts that explore human experiences ☑ Creating spoken and written texts	**Language that influences** ☑ Creating and shaping perspectives on community, local and global issues in texts ☑ Responding to texts that seek to influence audiences	**Representations and popular culture texts** ☑ Responding to popular culture texts ☑ Creating representations of Australian identities, places, events and concepts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): ☑ Extended response — spoken/signed response	**Summative internal assessment 3 (IA3):** ☑ Extended response — Multimodal response
Summative internal assessment 2 (IA2): ☑ Common internal assessment (CIA)	**Summative internal assessment (IA4):** ☑ Extended response — Written response

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

General Mathematics (MAG)

PREREQUISITES - B IN YR10 GENERAL MATHEMATICS *OR* C IN YR10 MATHEMATICS METHODS

COURSE OVERVIEW

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and act regarding social issues in their world.

PATHWAYS

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- comprehend mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement, algebra and linear equations ☑ Consumer arithmetic ☑ Shape and measurement ☑ Similarity and scale ☑ Algebra ☑ Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** ☑ Applications of linear equations and their graphs ☑ Applications of trigonometry ☑ Matrices ☑ Univariate data analysis 1 ☑ Univariate data analysis 2	**Bivariate data, sequences and change, and Earth geometry** ☑ Bivariate data analysis ☑ Time series analysis ☑ Growth and decay in sequences ☑ Earth geometry and time zones	**Investing and networking** ☑ Loans, investments and annuities 1 ☑ Loans, investments and annuities 2 ☑ Graphs and networks ☑ Networks and decision mathematics 1 ☑ Networks and decision mathematics 2

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, Scientific Calculator, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Mathematical Methods (MAM)

PREREQUISITES - B IN YR10 MATHEMATICS METHODS OR A IN YR10 GENERAL MATHEMATICS

COURSE OVERVIEW

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

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

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

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

PATHWAYS

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

OBJECTIVES

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

- ☑ select, recall and use facts, rules, definitions and procedures drawn from algebra, functions, relations and their graphs, calculus and statistics
- ☑ comprehend mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics
- ☑ communicate using mathematical, statistical and everyday language and conventions
- ☑ evaluate the reasonableness of solutions
- ☑ justify procedures and decisions by explaining mathematical reasoning
- ☑ solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

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STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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RESOURCE STATEMENT

Students will need to access texts and a Graphics Calculator through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Specialist Mathematics (MAS)

PREREQUISITES - B IN YR10 SPECIALIST MATHS OR MATHEMATICS METHODS

COURSE OVERVIEW

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

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

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

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

PATHWAYS

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

OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- comprehend mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus

{CONTINUED NEXT PAGE}

STRUCTURE

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

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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RESOURCE STATEMENT

Students will need to access texts and a Graphics Calculator through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Essential Mathematics (MAE)

PREREQUISITES - NIL

COURSE OVERVIEW

Essential Mathematics' major domains are number, data, location and time, measurement and finance.

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

{CONTINUED NEXT PAGE}

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): ☑ Problem-solving and modelling task	**Summative internal assessment 3 (IA3):** ☑ Problem-solving and modelling task
Summative internal assessment 2 (IA2): ☑ Common internal assessment (CIA)	**Summative internal assessment (IA4):** ☑ Examination

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, Scientific Calculator, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Biology (BIO)

PREREQUISITES - B IN ANY YR10 GENERAL SCIENCE - NB: GENERAL SCIENCES ARE BIOLOGY, PSYCHOLOGY, PHYSICS OR CHEMISTRY

COURSE OVERVIEW

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, primary or secondary teaching, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

OBJECTIVES

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

- [x] describe ideas and findings
- [x] apply understanding
- [x] analyse data
- [x] interpret evidence
- [x] evaluate conclusions, claims and processes
- [x] investigate phenomena

{CONTINUED NEXT PAGE}

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms ☑ Cells as the basis of life ☑ Exchange of nutrients and wastes ☑ Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** ☑ Homeostasis ☑ Infectious diseases and epidemiology	**Biodiversity and the interconnectedness of life** ☑ Biodiversity and populations ☑ Functioning ecosystems and succession	**Heredity and continuity of life** ☑ Genetics and heredity ☑ Continuity of life on Earth

ASSESSMENT

In Units 1 and 2 students complete 3 assessments which include assignments and an exam.

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

SUMMATIVE ASSESSMENTS

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

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Field work is a **compulsory part** of the curriculum, and students will be **required to participate** in curriculum related excursions and activities for a **fee.** Students may also be offered an opportunity to participate in other curriculum related excursions and activities for a fee.

Chemistry (CHM)

PREREQUISITES - B IN ANY YR10 GENERAL SCIENCE - NB: GENERAL SCIENCES ARE BIOLOGY, PSYCHOLOGY, PHYSICS OR CHEMISTRY

COURSE OVERVIEW

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

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

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

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

PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, primary or secondary teaching, 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

{CONTINUED NEXT PAGE}

STRUCTURE

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

ASSESSMENT

In Units 1 and 2 students complete 3 assessments which include assignments and an exam.

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

SUMMATIVE ASSESSMENTS

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RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Physics (PHY)

PREREQUISITES - B IN ANY YR10 GENERAL SCIENCE - NB: GENERAL SCIENCES ARE BIOLOGY, PSYCHOLOGY, PHYSICS OR CHEMISTRY

COURSE OVERVIEW

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

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

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

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

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine, primary or secondary teaching 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

{CONTINUED NEXT PAGE}

STRUCTURE

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

ASSESSMENT

In Units 1 and 2 students complete 3 assessments which include assignments and an exam.

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).

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Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Psychology (PSY)

PREREQUISITES - B IN ANY YR10 GENERAL SCIENCE - NB: GENERAL SCIENCES ARE BIOLOGY, PSYCHOLOGY, PHYSICS OR CHEMISTRY

COURSE OVERVIEW

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of science, mental health and wellness, primary or secondary teaching and child development.

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

{CONTINUED NEXT PAGE}

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Individual development ☑ The role of the brain ☑ Cognitive development ☑ Consciousness, attention and sleep	**Individual behaviour** ☑ Intelligence ☑ Diagnosis ☑ Psychological disorders and treatments ☑ Emotion and motivation	**Individual thinking** ☑ Brain function ☑ Sensation and perception ☑ Memory ☑ Learning	**The influence of others** ☑ Social psychology ☑ Interpersonal processes ☑ Attitudes ☑ Cross-cultural psychology

ASSESSMENT

In Units 1 and 2 students complete 3 assessments which include assignments and an exam.

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).

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RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Science in Practice (SCP)

PREREQUISITES – NIL

COURSE OVERVIEW

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

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

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

PATHWAYS

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

OBJECTIVES

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

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

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STRUCTURE

Students will study four units across years 11 and 12. These units will include:

Consumer Science, Ecology, Disease and Transport.

ASSESSMENT

For Science in Practice, assessment includes the following in each unit with a total of 4 assessments completed each year of study.

Applied investigations – students investigate a research question by collecting, analysing and interpreting primary and secondary information. This is an individual, written task.

Practical projects – students use practical skills to complete a project in response to a scenario. Projects include producing a product and documenting the process in a multimodal manner.

Investigations and projects are individual tasks, with the possibility of aspects of the task completed as groups. Students can develop their responses in class time and their own time.

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Field work is a **compulsory part** of the curriculum, and students will be **required to participate** in curriculum related excursions and activities for a **fee**. Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Health Education (HEA)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED B IN YR10 HEALTH EDUCATION

COURSE OVERVIEW

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

{CONTINUED NEXT PAGE}

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Investigation — action research	**25%**	**Summative internal assessment 3 (IA3):** ☑ Investigation —analytical exposition	**25%**
Summative internal assessment 2 (IA2): ☑ Examination — extended response	**25%**	**Summative external assessment (EA):** ☑ Examination	**25%**

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Physical Education (PED)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED B IN YR10 PHYSICAL EDUCATION

COURSE OVERVIEW

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- 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

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STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

Students utilise an online learning platform (ATOMI) to assist with revision and homework purpose. The cost of accessing this platform is covered in the Resource Scheme.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Sport and Recreation (REC)

PREREQUISITES – NIL. PLEASE NOTE STUDENTS CANNOT CHOOSE BOTH SPORT AND RECREATION AND THE CERTIFICATE II IN SPORT AND RECREATION/CERTIFICATE III IN FITNESS AS THIS WILL CONSTITUTE A DUPLICATION OF CONTENT MATTER FOR QC PURPOSES.

COURSE OVERVIEW

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform in activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes

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STRUCTURE

The Sport & Recreation course is designed around 4 units.

UNITS 1 AND 2	UNITS 3 AND 4
☑ Coaching ☑ Officiating ☑ Sports training ☑ Personal fitness	☑ Sports medicine ☑ Sports psychology ☑ Event management ☑ Tournament organisation

ASSESSMENT

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

- ☑ two project (annotated records of the performance is also required)
- ☑ two performances, extended response or examination

SUMMATIVE ASSESSMENTS

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

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Certificate II in Sport and Recreation / Certificate III in Fitness (FIT)

PREREQUISITES - C IN YR10 PE OR RECREATION, MUST BE INTERESTED IN FITNESS INDUSTRY, VETIS

QUALIFICATION DESCRIPTION

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. The 12-month qualification outcomes will depend on the elective grouping and may include providing exercise instruction for group or gym programs.

Work may be undertaken in locations such as gyms, fitness facilities and community facilities. Refer to http://training.gov.au website for specific information about the qualification.

EXTERNAL RTO

The SIS20122 Certificate II in Sport and Recreation / SIS30322 Certificate III in Fitness qualification will be delivered and assessed at Springfield Central SHS in partnership with The College of Health and Fitness. This qualification will be awarded by The College of Health and Fitness, however, Springfield Central SHS will monitor the training and assessment throughout the course.

ENTRY REQUIREMENTS

Interest in sport and the fitness industry.

DURATION AND LOCATION

This is a two-year course delivered in Year 11 on site at Springfield Central SHS in partnership with The College of Health and Fitness. Typically, students complete the CERT II in Year 11 and the CERT III in Year 12.

MINIMUM WORK REQUIREMENTS

Students must complete an average of 12 pages (or equivalent) of work per week. This will allow students to complete all work by expected deadlines.

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COURSE UNITS

To attain a SIS20115 Certificate II in Sport and Recreation / SIS30315 Certificate III in Fitness, 29 units of competency must be achieved:

UNIT CODE AND TITLE	
SIS20122 Certificate II in Sport and Recreation	**SIS30322 Certificate III in Fitness**
HLTWHS001 Participate workplace health and safety **SISOFLD001 Assist in conducting recreation sessions** **SISXCCS004 Provide quality service** **SISXEMR003 Respond to emergency situations** **SISXFAC006 Maintain activity equipment** **SISXIND011 Maintain sport ,fitness and recreation industry knowledge** **BSBPEF301 Organise personal work priorities** **BSBSUS211 Participate in sustainable work practices** **HLTAID011 Provide first aid**	**BSBOPS304 Deliver and monitor a service to customers** **BSBPEF301 Organise personal work priorities** **HLTAID011 Provide first aid** **HLTWHS001 Participate in workplace health and safety** **SISFFIT032 Complete pre-exercise screening and service orientation** **SISFFIT033 Complete client fitness assessments** **SISFFIT035 Plan group exercise sessions** **SISFFIT036 Instruct group exercise session**

OBLIGATION

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a record of results by The College of Health and Fitness. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

FEES

There is no cost to this course, when accessing VETiS funding. For students who have already utilised their VETiS the cost will be $850 in 2025/2026.

Costs are determined by The College of Health and Fitness.

Withdrawal from the course will result in an Administration/Online Fee of $60.

PATHWAYS

This qualification can articulate into: Exercise instructor – gym Exercise instructor - group exercise Other specific financial qualifications available at http://training.gov.au

Design (Des)

PREREQUISITES - C IN YR10 ENGLISH & REC. C YR10 DESIGN OR VISUAL ARTS

COURSE OVERVIEW

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

PATHWAYS

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

OBJECTIVES

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

- describe the features that define design problems and design criteria
- represent ideas, design concepts and design information using sketching and low-fidelity prototyping
- analyse needs, wants and opportunities using stakeholder data
- devise ideas using divergent thinking strategies in response to design problems
- propose design concepts in response to design problems
- evaluate ideas and design concepts against design criteria to make refinements
- make decisions about and use visual, written and spoken communication for stakeholders

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Stakeholder centred design ☑ Designing for others	**Commercial design** ☑ Explore — client needs and wants ☑ Develop — collaborative design	**Human-centred design** ☑ Designing with empathy	**Sustainable design** ☑ Explore — sustainable design opportunities ☑ Develop — redesign

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 external assessment (EA) is developed by the QCAA.

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Examination — design challenge	**20%**	**Summative internal assessment 3 (IA3):** ☑ Project	**25%**
Summative internal assessment 2 (IA2): ☑ Project	**30%**	**Summative external assessment (EA):** ☑ Examination — design challenge	**25%**

RESOURCE STATEMENT

It is a requirement that students have their own laptop in order to access the student licenses for various programs. Assessment tasks are also completed and submitted electronically on Turn It On and/or Qlearn, as per the school's assessment policy. .

Students will need to access texts and software through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee. All school subject costs are endorsed by SCSHS P&C in September annually.

Engineering (EGR)

PREREQUISITES - B IN YR10 GEN MATH OR C IN YR10 MATH METHODS & REC. B IN YR10 ENGINEERING

COURSE OVERVIEW

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

PATHWAYS

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

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

- recognise and describe engineering problems, knowledge, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Engineering fundamentals ☑ Engineering in society ☑ Engineering communication ☑ Introduction to engineering mechanics ☑ Introduction to engineering materials	**Emerging technologies** ☑ Emerging needs in society ☑ Emerging processes, machinery and automation ☑ Emerging materials	**Civil structures** ☑ Civil structures in society ☑ Civil structures and forces ☑ Civil engineering materials	**Machines and mechanisms** ☑ Machines in society ☑ Machines, mechanisms and control ☑ Materials

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 external assessment (EA) is developed by the QCAA.

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Project — folio	**25%**	**Summative internal assessment 3 (IA3):** ☑ Project — folio	**25%**
Summative internal assessment 2 (IA2): ☑ Examination	**25%**	**Summative external assessment (EA):** ☑ Examination	**25%**

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Digital Solutions (DIS)

PREREQUISITES - C IN YR10 ENGLISH + ANY MATHS & REC. B IN ONE OF YR10 ENGINEERING OR DESIGN

COURSE OVERVIEW

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Students will construct website solutions by learning how to use HTML, CSS, JavaScript, PHP and MySQL.

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 develop possible digital solutions.
- Generate components of the digital solution.
- Evaluate components and solutions against criteria to make refinements and justified recommendations and evaluate impacts.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently. Students will require a BYOD or school hire device, and earphones. Operating system advised is Windows

Students will need to access texts and software through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Industrial Graphics Skills (GSK)

PREREQUISITES – NIL

COURSE OVERVIEW

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts.

Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations.

Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

PATHWAYS

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

OBJECTIVES

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

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

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Graphics for the furnishing industry ☑ explore drafting in the industry area of furnishing ☑ working drawings and pictorial representations ☑ interpret client briefs and technical information	**Computer aided drafting - modelling** ☑ explore drafting in the specialist area of computer-aided drafting — modelling (CAD modelling). ☑ optimise designs using 3D solid modelling software	**Graphics for the construction industry** ☑ explore drafting in the industry area of construction. ☑ produce sketches, working drawings and pictorial representations for civil works and commercial construction.	**Graphics for the engineering industry** ☑ explore drafting in the industry area of engineering. ☑ working drawings and pictorial representations of predominantly metal products such as tools, automotive & marine parts, machine parts, moulds and tolerances

ASSESSMENT

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

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

PROJECT	PRACTICAL DEMONSTRATION
A response to a single task, situation and/or scenario.	**A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.**
A project consists of a technical drawing (which includes a model) component and at least one of the following components: ☑ written, spoken or multimodal	**Students demonstrate production skills and procedures in class under teacher supervision.**

RESOURCE STATEMENT

It is a requirement that students have their own laptop in order to access the student license for the CAD programs. Assessment tasks are also completed and submitted electronically on Turn It In, as per the school's assessment policy. Students will require a BYOD or school hire device, and USB storage.

Students will need to access texts and software through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Industrial Technology Skills (ISK)

PREREQUISITES - NIL

COURSE OVERVIEW

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing.

Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.

Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

PATHWAYS

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

OBJECTIVES

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

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

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cabinet making	**Sheet metal working**	**Welding and fabrication**	**Furniture making**

- ☑ Interpret working drawings and technical information
- ☑ Evaluate, make decisions about and adapt production plans, processes and products
- ☑ Use tools, machinery and equipment safely
- ☑ Demonstrate industry practices and production skill and procedures
- ☑ Sequence production processes

ASSESSMENT

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

- ☑ two projects
- ☑ two practical demonstration (separate to the assessable component of a project)

PROJECT	PRACTICAL DEMONSTRATION
A response to a single task, situation and/or scenario.	**A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.**
A project consists of a product component and at least one of the following components: ☑ written, spoken and multimodal	**Students demonstrate production skills and procedures in class under teacher supervision.**

RESOURCE STATEMENT

It is a requirement that students have their own laptop in order to access resources from the internet as there is no set Textbook. Assessment tasks are completed and submitted electronically on Turn It In, as per the school's assessment policy. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Early Childhood Studies (ECS)

PREREQUISITES - NIL

COURSE OVERVIEW

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development.

Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

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

PATHWAYS

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

OBJECTIVES

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

- Investigate the fundamentals and practices of early childhood learning
- Plan learning activities
- Implement learning activities
- Evaluate learning activities.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Children's Wellbeing ☑ Identify the fundamentals of early childhood related to children's wellbeing, growth & development & relationships. ☑ Identify practices of early childhood learning in the context of children's wellbeing ☑ Apply practices to plan and implement active play-based learning activities & support children's wellbeing.	**Literacy & Numeracy** ☑ Identify the fundamentals of early childhood related to literacy & numeracy ☑ Identify practices that can be implemented to facilitate early childhood learning through active play [1] based activities that are responsive to children's needs to enhance literacy and numeracy. ☑ Apply practices to plan and implement activities to support children's numeracy & literacy skills	**Play & Creativity** ☑ Identify the fundamentals of early childhood related to the ways children explore, imagine and create with purposeful and inclusive learning activities. ☑ Identify practices in an active play-based environment related to play & creativity. ☑ Appy practices to plan and implement play based learning activities related to play or creativity.	**Indoor and Outdoor Activities** ☑ Identify the fundamentals of early childhood learning environments required to support children's overall development. ☑ Identify practices to encourage age[1]appropriate indoor and outdoor learning environments to support children's needs ☑ Apply practices to plan and implement active play-based learning activities responsive to development.

ASSESSMENT

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of assessment tasks, including:

- ☑ two projects
- ☑ two investigations

PROJECT	INVESTIGATION
Investigate, plan & implement & evaluate responsive play-based activity.	**A response that includes investigating to plan & evaluate a responsive play based activity.**
At least two different components from the following: ☑ written, spoken and multimodal	**Presented in one of the following modes:** ☑ written, spoken and multimodal

RESOURCE STATEMENT

It is a requirement that students have their own laptop in order to access resources from the internet as there is no set Textbook. Assessment tasks are completed and submitted electronically on Turn It In, as per the school's assessment policy. Students will require a BYOD or school hire device.

COST STATEMENT

EXCURSIONS are a key component of Early Childhood Studies. In each unit , students will visit a variety of local early childhood education & care settings to gain hands-on experiences interacting with children & educators.

Hospitality Practices (HPJ)

PREREQUISITES – NIL

COURSE OVERVIEW

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

PATHWAYS

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

OBJECTIVES

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

- Demonstrate practices, skills and processes.
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Bar and Barista Basics	**Casual Dining**	**Formal Dining**	**Culinary Trends**

- ☑ interpret briefs using practices, skills and processes to an industry standard.
- ☑ Evaluate and adapt production plans, sequence processes, select practices, skills and procedure.
- ☑ Demonstrate practices, skills and Processes

ASSESSMENT

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

- ☑ two projects
- ☑ two practical demonstrations (separate to the assessable component of a project).

PROJECT	PRACTICAL DEMONSTRATION
A response to a single task, situation and/or scenario. ☑ written, spoken and multimodal	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. Students demonstrate production skills and procedures in class under teacher supervision.

RESOURCE STATEMENT

It is a requirement that students have their own laptop in order to access the internet and resources. Assessment tasks are also completed and submitted electronically on Turn it in, as per the school's assessment policy. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Accounting (ACC)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED C IN ANY HUMANITIES SUBJECT

COURSE OVERVIEW

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning

{CONTINUED NEXT PAGE}

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
☑ Real-world accounting ☑ Introduction to accounting ☑ Accounting for today's businesses	☑ Financial reporting ☑ End-of-period reporting for today's businesses ☑ Performance analysis of a sole trader business	☑ Managing resources ☑ Cash management ☑ Managing resources for a sole trader business	☑ Accounting — the big picture ☑ Fully classified financial statement reporting and analysis for a sole trader business ☑ Complete accounting process for a sole trader business ☑ Performance analysis of a public company

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Project — cash management	**25%**	**Summative internal assessment 3 (IA3):** ☑ Examination — combination response	**25%**
Summative internal assessment 2 (IA2): ☑ Examination — combination response	**25%**	**Summative external assessment (EA):** ☑ Examination — combination response	**25%**

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Ancient History (AHS)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED C IN ANY HUMANITIES SUBJECT

COURSE OVERVIEW

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.

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

{CONTINUED NEXT PAGE}

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INVESTIGATING THE ANCIENT WORLD ☑ Digging up the past ☑ Features of ancient societies	**PERSONALITIES IN THEIR TIME** ☑ Personality from the Ancient World 1 ☑ Personality from the Ancient World 2	**RECONSTRUCTING THE ANCIENT WORLD** ☑ Fifth Century Athens (BCE) ☑ Rome during the Republic	**PEOPLE, POWER AND AUTHORITY** ☑ Ancient Rome — the Augustan Age **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		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Examination — extended response	**25%**	**Summative internal assessment 3 (IA3):** ☑ Investigation	**25%**
Summative internal assessment 2 (IA2): ☑ Investigation	**25%**	**Summative external assessment (EA):** ☑ Examination — short responses	**25%**

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently, including the Cambridge Senior Ancient History for Queensland Textbook. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Business (BUS)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED C IN ANY HUMANITIES SUBJECT

COURSE OVERVIEW

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

{CONTINUED NEXT PAGE}

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Business creation ☑ Fundamentals of business ☑ Creation of business ideas	**Business growth** ☑ Establishment of a business ☑ Entering markets	**Business diversification** ☑ Competitive markets ☑ Strategic development	**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		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Examination — combination response	**25%**	**Summative internal assessment 3 (IA3):** ☑ Extended response — feasibility report	**25%**
Summative internal assessment 2 (IA2): ☑ Investigation — business report	**25%**	**Summative external assessment (EA):** ☑ Examination — combination response	**25%**

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently, including the Nelson Business for QCE (Units 1 & 2) and (Units 3 & 4). Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Geography (GEG)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED C IN ANY HUMANITIES SUBJECT

COURSE OVERVIEW

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.

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.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Responding to risk and vulnerability in hazard zones ☑ Natural hazard zones ☑ Ecological hazard zones	**Planning sustainable places** ☑ Responding to challenges facing a place in Australia ☑ Managing the challenges facing a megacity	**Responding to landcover transformations** ☑ Land cover transformations and climate change ☑ Responding to local land cover transformations	**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		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Examination — combination response	**25%**	**Summative internal assessment 3 (IA3):** ☑ Investigation — data report	**25%**
Summative internal assessment 2 (IA2): ☑ Investigation — field report	**25%**	**Summative external assessment (EA):** ☑ Examination — combination response	**25%**

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently, including the Jacaranda Senior Geography for Queensland, Book 1 and 2. Students will require a BYOD or school hire device, with access to Microsoft Excel as well as graph paper.

COST STATEMENT

Fieldwork is a mandated requirement of this syllabus, with one field study specified in Unit 3
Topic 2. A minimum of five hours must be spent in the field for this specified field study. An additional field study is the basis of the Unit 2 Topic 1 assessment task. Both excursions will incur an additional fee.

Legal Studies (LEG)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED C IN ANY HUMANITIES SUBJECT

Course Overview
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.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Beyond reasonable doubt ☑ Legal foundations ☑ Criminal investigation process ☑ Criminal trial process ☑ Punishment and sentencing	**Balance of probabilities** ☑ Civil law foundations ☑ Contractual obligations ☑ Negligence and the duty of care	**Law, governance and change** ☑ Governance in Australia ☑ Law reform within a dynamic society	**Human rights in legal contexts** ☑ Human rights ☑ Australia's legal response to international law and human rights ☑ Human rights in Australian contexts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently, including the Cambridge Investigating Legal Studies for Queensland Textbook. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Modern History (MHS)

PREREQUISITES - C IN YR10 ENGLISH & RECOMMENDED C IN ANY HUMANITIES SUBJECT

COURSE OVERVIEW

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.

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the Modern World ☑ Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	**Movements in the Modern World** ☑ Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) ☑ Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the Modern World** ☑ Germany since 1914 (World War I begins) ☑ Israel since 1917 (announcement of the Balfour Declaration)	**International experiences in the Modern World** ☑ Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently, including the Cambridge Senior Modern History for Queensland Textbook. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Social & Community Studies (SCS)

PREREQUISITES – NIL

COURSE OVERVIEW

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

PATHWAYS

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

OBJECTIVES

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

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STRUCTURE

Social & Community 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. At Springfield Central State High School, students will study the following four units in the identified order:

UNIT OPTION	UNIT TITLE
Unit 1 (Option E)	Australia and its place in the world
Unit 2 (Option C)	Relationships and work environments
Unit 3 (Option A)	Lifestyle and financial choices
Unit 4 (Option D)	Legal and digital citizenship

ASSESSMENT

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.

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	Item of communication 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
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	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

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Tourism (TOU)

PREREQUISITES - NIL

COURSE OVERVIEW

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

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

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.
In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

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

PATHWAYS

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

OBJECTIVES

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

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

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STRUCTURE

Tourism is a four-unit course of study. This syllabus contains five QCAA-developed units as options for schools to select from to develop their course of study. At Springfield Central State High School, students will study the following four units in the identified order:

UNIT OPTION	UNIT TITLE
Unit 1 (Option A)	Tourism and travel
Unit 2 (Option E)	Tourism industry and careers
Unit 3 (Option B)	Tourism marketing
Unit 4 (Option C)	Tourism trends and patterns

ASSESSMENT

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	Product One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words Evaluation One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words

RESOURCE STATEMENT

Students will need to access software through the Student Resource Scheme or by purchasing them independently. Students will require a BYOD or school hire device.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for an additional fee.

Certificate III in Business (VBS)

PREREQUISITES - NIL

QUALIFICATION DESCRIPTION

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.
Refer to http://training.gov.au website for specific information about the qualification.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Springfield Central SHS.

COURSE UNITS

To attain a BSB30120 Certificate III in Business, 12 units of competency must be achieved:

UNIT CODE AND TITLE
BSB30120 Certificate III in Business
BSBWHS302 Apply knowledge of WHS legislation in the workplace BSBITU313 Design and produce digital text documents **BSBITU306 Design and produce business documents BSBWRT301 Write simple documents** **BSBITU314 Design and produce spreadsheets** **BSBXTW301 Work in a team BSBITU309 Produce desktop published documents BSBXCM301 Engage in workplace communication** **BSBDIV301 Work effectively with diversity** **BSBFLM309 Support continuous improvement systems and processes BSBXCS301 Protect own personal online profile from cyber security threats BSBXCS302 Identify and report online security threats** **BSBSUS201 Participate in environmentally sustainable work practices**

DELIVERY MODES

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- ☑ Face to face instruction
- ☑ Work-based learning
- ☑ Guided learning
- ☑ Online training

FEES

There is no cost to this course. The cost of this course in 2022 may be subject to change. All school subject costs are endorsed by SCSHS P&C in September annually.

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ASSESSMENT

Assessment is competency based and completed in a simulated business environment.
Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a business office.
Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

RESOURCE STATEMENT

Students will require a BYOD or school hire device, USB storage and earphones.

OBLIGATION

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.
Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

PATHWAYS

This qualification may articulate into:
BSB40215 Certificate IV in Business
Work within a business/office administration area.
Other specific financial qualifications available at http://training.gov.au

Dance (DAN)

PREREQUISITES - C IN YR10 ENGLISH & REC. PRIOR DANCE EXPERIENCE

COURSE OVERVIEW

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

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

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

PATHWAYS

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

OBJECTIVES

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills

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STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Performance	**20%**	**Summative internal assessment 3 (IA3):** ☑ Project — dance work	**35%**
Summative internal assessment 2 (IA2): ☑ Choreography	**20%**		
Summative external assessment (EA): 25% Examination — extended response			

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Drama (DRA)

PREREQUISITES - C IN YR10 ENGLISH & REC. PRIOR DRAMA EXPERIENCE

COURSE OVERVIEW

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

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STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

<table>
<tr><th colspan="2">UNIT 3</th><th colspan="2">UNIT 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
☑ Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
☑ Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
☑ Project – dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
☑ Examination — extended response</td></tr>
</table>

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Film, Television and New Media (FTM)

PREREQUISITES - C IN YR10 ENGLISH & REC. C IN YR10 PRACTICAL ARTS SUBJECT

COURSE OVERVIEW

Film, Television and New Media Studies will help you to become a digital native. You will learn lifelong skills that will benefit you long after you have left the classroom. You will be pushed to excel, to think critically and creatively and to create and generate both computer and camera-based works. You will be expected to effectively work both in groups and individually.

Studying Film, Television and New Media allows you to build upon existing skills and create new ones through the exploration of both computer and hands on activities and assessment tasks. The subject explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

The benefits of studying FTV also provide an advantage while you are at school, fostering many transferable skills including an excellent grasp of analysis and synthesis, critical thinking and visual literacy skills and the ability to create engaging and interesting video content and presentations.

PATHWAYS

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, acting, journalism, education, film and television, and public relations.

OBJECTIVES

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems

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STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Hollywood Foundation **Students will explore Hollywood genre films, learning symbolic and technical communication through analysis, design and production of a trailer.**	**Documentary** **Students will learn documentary techniques and will work collaboratively to produce a documentary film on a topic of their choice.**	**Multi-Platform Media** **Students explore the changing face of entertainment and how to maximise audience engagement through the use of multi-platform media.**	**Alternative Cinema** **Students learn various cinema styles beyond the realms of Hollywood as they design and produce their own short film.**

ASSESSMENT

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Hollywood Foundation Exam ☑ Project	**Documentary** ☑ Project	**Multi-Platform Media** ☑ Case Study ☑ Project	**Alternative Cinema** ☑ Project ☑ External Assessment

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Music (MUS)

PREREQUISITES - C IN YR10 ENGLISH & REC. B MUSIC OR PRIOR MUSIC EXPERIENCE

COURSE OVERVIEW

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

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

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

PATHWAYS

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

OBJECTIVES

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas

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STRUCTURE

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

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

<table>
<tr><th colspan="2">UNIT 3</th><th colspan="2">UNIT 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
☑ Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
☑ Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
☑ Multi-platform project</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
☑ Examination</td></tr>
</table>

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Music Extension (MUX)

PREREQUISITES - C IN YR11 ENGLISH & B IN YR11 MUSIC- NB STUDY WITH MUSIC YEAR 12 ONLY

COURSE OVERVIEW

Music Extension is an extension of the Music General senior syllabus. Through specialising in one specific area of music, students will engage in subject matter and learning in their specialisation. There are three discrete specialisations in this course. Students will choose one specialisation to focus on for the duration of the course. The Composition specialisation will focus on the creation of original music, the Musicology specialisation will focus on research about music and meaning, and the Performance specialisation will focus on realisation of music works.

PATHWAYS

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

OBJECTIVES

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music

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STRUCTURE

Students choose specialised area to focus on (Performance or Composition)

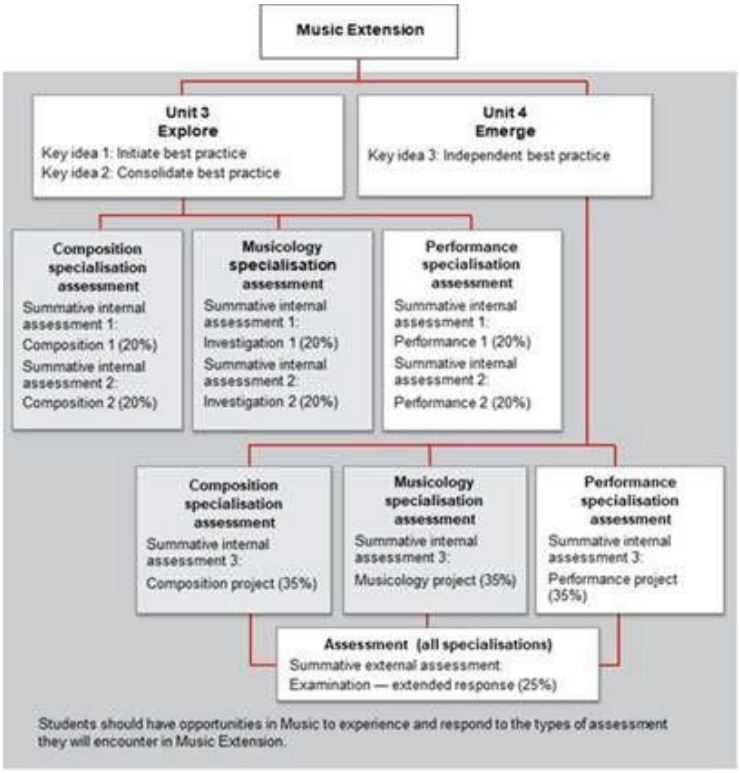
COURSE STRUCTURE

The subject Music Extension is a unitised course of study.

It is an extension of the senior syllabus in Music 2019 and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the general course in Music.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4. The results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.
Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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<tr><td>Summative internal assessment 1 (IA1):
☑ Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3): Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
☑ Multi-platform project</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
☑ Examination</td></tr>
</table>

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RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Visual Art (ART)

PREREQUISITES - C IN YR10 ENGLISH & REC. C IN YR10 PRACTICAL ARTS SUBJECT

COURSE OVERVIEW

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

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

<table>
<tr><th colspan="2">UNIT 3</th><th colspan="2">UNIT 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
☑ Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
☑ Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
☑ Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
☑ Examination</td></tr>
</table>

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Dance in Practice (DIP)

PREREQUISITES – NIL – REC. PRIOR DANCE EXPERIENCE

COURSE OVERVIEW

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

PATHWAYS

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

OBJECTIVES

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works

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STRUCTURE

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

CORE	ELECTIVE	
☑ Dance performance ☑ Dance production ☑ Dance literacies	☑ Ballet ☑ Contemporary ☑ Jazz	☑ Tap ☑ Ballroom ☑ Popular dance ☑ World dance

ASSESSMENT

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

- ☑ at least one project, arising from community connections
- ☑ at least one performance, separate to an assessable component of a project

PROJECT	PERFORMANCE	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario. **The Project in Dance in Practice requires** ☑ a dance performance: 1½ –2 minutes ☑ at least one other component from the following ○ **written: 500–900 words** ○ **spoken: 2½– 3½ minutes** ○ **multimodal** ☑ non-presentation: 8 A4 pages max (or equivalent) ☑ presentation: 3–6 minutes ☑ Product: variable conditions.	**A technique that assesses the physical demonstration of identified skills.** ☑ Dance performance: 2–3 minutes ☑ Production performance: variable conditions ☑ Teaching performance: variable conditions	**A technique that assesses the production of a design solution and folio or choreographic work.** ☑ Design solution and folio: variable conditions ☑ Choreographic work: 2–3 minutes	**A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.** **Presented in one of the following modes:** ☑ written: 600–1000 words ☑ spoken: 3–4 minutes ☑ multimodal non-presentation: ○ **10 A4 pages max (or equivalent)** ○ **- presentation: 4–7 minutes**	**A response that includes locating and using information beyond students' own knowledge and the data they have been given.** **Presented in one of the following modes:** ☑ written: 600–1000 words ☑ spoken: 3–4 minutes ☑ multimodal ○ **non-presentation:** ○ **10 A4 pages max (or equivalent)** ○ **- presentation: 4–7 minutes**

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Drama in Practice (DRP)

PREREQUISITES - NIL

COURSE OVERVIEW

Drama in Practice is a highly practical subject that gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works and events in a variety of settings, including performances and in class activities.

Students participate in learning activities and workshops that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

PATHWAYS

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

OBJECTIVES

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works

STRUCTURE

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

CORE	ELECTIVE	
Dramatic principles Dramatic practices	Acting (stage and screen) Career pathways (including arts entrepreneurship) Community theatre Contemporary theatre Directing Play building	Scriptwriting Technical design and production The theatre industry Theatre through the ages World theatre

Music in Practice (MUP)

PREREQUISITES - NIL

COURSE OVERVIEW

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

PATHWAYS

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

OBJECTIVES

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

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STRUCTURE

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

CORE	ELECTIVE	
☑ Music principles ☑ Music practices	☑ Community music ☑ Contemporary music ☑ Live production and performance ☑ Music for film, TV and video games ☑ Music in advertising	☑ The music industry ☑ Music technology and production ☑ Performance craft ☑ Practical music skills ☑ Song writing ☑ World music

ASSESSMENT

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

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

PROJECT	PERFORMANCE	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario. **At least two different components from the following:** ☑ written: 500–**900 words** ☑ spoken: 2½–3½ minutes ☑ multimodal **non-presentation: 8 A4 pages max (or equivalent)** ☑ presentation: 3–6 minutes ☑ performance: variable conditions ☑ Product: **variable conditions**	**A technique that assesses the physical demonstration of identified skills.** ☑ music performance: minimum of two minutes total performance time ☑ production performance: variable conditions	**A technique that assesses the application of skills to create music.** ☑ manipulating existing sounds: minimum of two minutes ☑ arranging and creating: minimum of 32 bars or 60 seconds	**A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.** **Presented in one of the following modes:** ☑ written: 600–1000 words ☑ spoken: 3–4 minutes ☑ multimodal **- non- presentation: 10 A4 pages max (or equivalent)** **- presentation: 4– 7 minutes**	**A response that includes locating and using information beyond students' own knowledge and the data they have been given.** **Presented in one of the following modes:** ☑ written: 600–1000 words ☑ spoken: 3–4 minutes ☑ multimodal **-non- presentation: 10 A4 pages max (or equivalent)** **-presentation: 4–7 minutes**

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Certificate II in Visual Arts (VCA)

CUA20715 RTO SCSHS 40560

PREREQUISITES - NIL - REC. TO HAVE PRIOR VISUAL ARTS KNOWLEDGE. CAN ONLY DO EITHER CERT II VISUAL ARTS OR CERT III SCREEN AND MEDIA.

QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin Visual Arts and Craft practice.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Springfield Central SHS.

COURSE UNITS

To attain a CUA20715 Certificate II in Visual Art, 9 units of competency must be achieved:

UNIT CODE AND TITLE
BSBWHS201 Contribute to health and safety of others
CUAACD101 Use basic drawing techniques
CUAPPR201 Make simple creative work
CUARES202 Source and use information relevant to own arts practices
CUSCER201 Develop ceramic skills
CUAQDRA201 Develop drawing skills
CUAPAI202 Develop painting skills
CUAPRI201 Develop printmaking skills
CUASCU201 Develop sculptural skills

DELIVERY MODES

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- ☑ Face to face instruction
- ☑ Work-based learning
- ☑ Guided learning
- ☑ Online training

FEES

The cost of this course is $140 in 2022. The cost of this course in 2026 may be subject to change. All school subject costs are endorsed by SCSHS P&C in September annually.

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ASSESSMENT

Assessment is competency based and completed in a simulated Art Studio workspace.
Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in an Art Studio.
Assessment techniques include:

- ☑ Observation
- ☑ Folios of work
- ☑ Questioning
- ☑ Projects
- ☑ Written and practical tasks

WORK PLACEMENT

Students are provided with the opportunity to do Structured Workplace Learning where they are provided with the opportunity to work in an Art Studio environment.

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

PATHWAYS

This qualification may articulate into:
CUA31115 Certificate III in Visual Art CUA41315 Certificate IV in Visual Art
Work within an Arts business/office administration area. Other specific qualifications available at http://training.gov.au

Certificate III in Screen and Media (VSM)

CUA31020 RTO SCSHS 40560

PREREQUISITES - NIL - CAN ONLY DO EITHER CERT II VISUAL ARTS OR CERT III SCREEN AND MEDIA

QUALIFICATION DESCRIPTION

This entry level qualification provides the foundation skills and knowledge to use creative industry practices in Creative Industries associated with Film and TV, New Media.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Springfield Central SHS.

COURSE UNITS

To attain a CUA31020 Certificate III in Screen and Media, 11 units of competency must be achieved:

UNIT CODE AND TITLE
BSBCRT311 Apply critical thinking skills in a team environment
CUAIND311 Work effectively in the creative arts industry
CUAWHS312 Apply work health and safety practices
CUAWRT302 Write simple stories
CUACAM311 Shoot material for screen productions
CUAPOS311 Edit video and audio content for social media
CUAACD201 Develop drawing skills to communicate ideas
CUAPPM312 Plan and prepare program content (Release 1)
CUADES202 Evaluate the nature of design in a specific industry context
CUAANM413 Create titles for screen productions
CUASOU213 Assist with sound recordings

DELIVERY MODES

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- ☑ Face to face instruction
- ☑ Guided learning
- ☑ Online training
- ☑ Attendance at guest lectures and workshops at USQ

FEES

The cost of this course in 2026 may be subject to change. All school subject costs are endorsed by SCSHS P&C in September annually.

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ASSESSMENT

Assessment is competency based and completed in a simulated Screen and Media environment.

Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a Media company. Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

PATHWAYS

This qualification may articulate into:
CUA30815 Certificate III in Broadcast Technology CUA41215 Certificate IV in Screen Media CUA41015 Certificate IV in Broadcast Technology
University study in Screen or Media Work within a Digital Media area.
Other specific qualifications available at http://training.gov.au

Japanese (JPS)

PREREQUISITES - C IN YR10 JAPANESE OR DEMONSTRATED KNOWLEDGE OF HIRAGANA AND KATAKANA

COURSE OVERVIEW

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

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Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
私のくらし **My world** ☑ Family/carers and friends ☑ Peers ☑ Education	私達の世界をたんけんする **Exploring our world** ☑ Travel and Exploration ☑ Social customs ☑ Japanese influences around the world	私達の社会、 文化とアイデンティティ **Our society; culture and Identity** ☑ Lifestyles ☑ Art, entertainment and sports ☑ Groups in society	私の現在と将来 **My future; my present** ☑ 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		UNIT 4	
Summative internal assessment 1 (IA1): ☑ Examination — short response	**20%**	**Summative internal assessment 3 (IA3):** ☑ Extended response	**30%**
Summative internal assessment 2 (IA2): ☑ Examination — combination response	**25%**	☑ Summative external assessment (EA): Examination — combination response	**25%**

RESOURCE STATEMENT

Students will need to access texts through the Student Resource Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.
Students will require a BYOD or school hire device, USB storage and earphones.

COST STATEMENT

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

UNIVERSITY BONUS POINTS SCHEME

Many universities offer students studying another language bonus points for entry into their courses. Bonuses will be added after ATARs are calculated, according to individual tertiary institution rules, when an applicant's QTAC application is assessed.