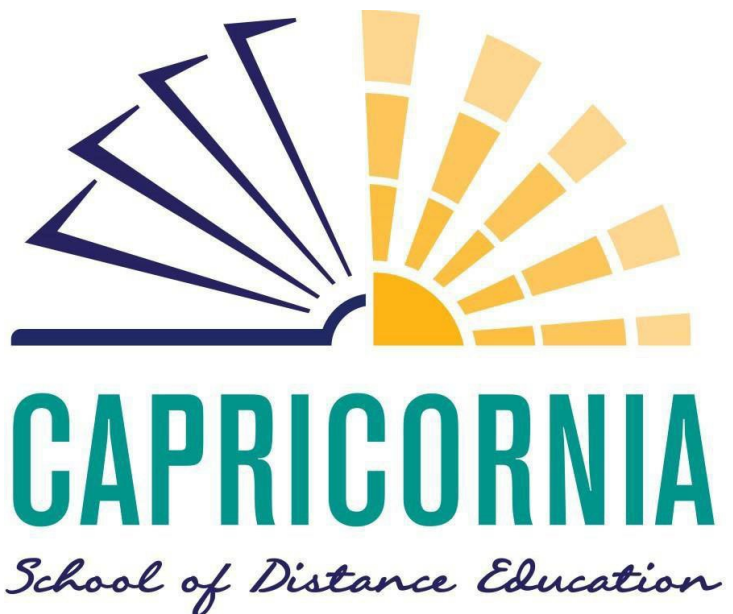


Senior Secondary

2024 Handbook



School Contact Details

	Emerald Campus Prep – Year 6	Rockhampton Prep - Year 12
Office Hours	Monday to Friday 8:00am to 4:00pm	
Location	Gladstone and Gray Street Emerald Qld 4720	241-259 Farm Street Kawana Qld 4701
Telephone	(07) 4987 9100	(07) 4931 4800
Facsimile	Fax: (07) 4926 2435	(07) 4987 4156
Postal Address	PO Box 1616 Emerald Qld 4700	241 – 259 Farm Street Kawana Qld 4701
Email	the.principal@capricorniasde.eq.edu.au	
Facebook	www.facebook.com/capricornia.sde	
Twitter	www.twitter.com/CapricorniaSDE	
Website	www.capricorniasde.eq.edu.au	
Senior Schooling Website	https://capricorniasde.eq.edu.au/Curriculum/Seniorsecondary/Pages/Seniorsecondary.aspx	
School-based enrolments	school_based@capricornia.eq.edu.au	

Student absence

When your child is absent, please contact the respective campus before 9.00 am on the day of absence or email admin@capricorniasde.eq.edu.au.

All staff have a direct phone number and email address. These addresses are located on the school website: www.capricorniasde.eq.edu.au Teachers may be contacted between 8:30am and 3:00pm.

Senior Secondary Handbook

TABLE OF CONTENTS

School Contact Information	1
Senior Secondary Education Overview Senior Education Profile Statement of Results QCE / QCIA Senior Subjects	3
Queensland Certificate of Education Overview Learning options and requirements	3
Senior Curriculum Overview Types of Subjects (<i>General, Applied, Essentials, Short Courses and VET</i>) Available Subjects Course Profiles (Appendix A) Australian Tertiary Admission Rank (ATAR) Unique Student Identifier (USI)	4
Senior Pathways Learner Unique Identifier (LUI) Planning for a QCE – SET Plan Awarding a QCE	5
Access Arrangements and Reasonable Adjustments (AARA) Eligibility	6
Available Subjects Years 10, 11 and 12 subjects	7 & 8
Pathway Planning Changing subjects process	9
Financial Assistance Fee policy and Refunds Financial assistance and Queensland government subsidies Student ID cards. Textbook supplies and equipment	10
Timetabled lessons – scheduled lessons Information Web-based courses – e-learning	11
Attendance and Assessment Expectations Attendance and engagement Assessment Policy Overview	12
Responsible Behaviour Plan for students	13
Additional Services Library and Resource Centre Adjusted Curriculum and Student Support Student Wellbeing Privacy	14
School-to-work Work Experience Vocational Education and Training Recognition of Prior Learning School-based Apprenticeships & Traineeships Access Arrangements and Reasonable Adjustments	16 17 19 20

Senior Secondary Education Overview

In Queensland, you must be "learning or earning":

- for two years after you complete Year 10 or turn 16 or
- until you turn 17 or
- complete a Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA), Senior Statement or Certificate III or IV qualification.

In your senior phase of learning (Years 10-12) you can choose from a wide range of learning options that will help when you leave school, whether you go to university, study a course at TAFE or another external training provider, take up an apprenticeship or traineeship, or get a job.

Our goal at Capricornia SDE is to see all students graduate with a Queensland Certificate of Education or QCE at the end of Year 12. All students in Queensland are issued with a Senior Education Profile at the completion of Year 12. The contents of your senior education profile will vary depending on your learning achievements. Capricornia SDE's curriculum offerings now include Tertiary Entrance Pathway subjects leading to an Australian Tertiary Admission Rank (ATAR).

Senior Education Profile

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

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

Statement of results

Students are issued with a statement of results in December following the completion of a QCAA-developed course of study at the end of Year 12. A statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification recognised internationally. It is awarded to eligible students who have accrued minimal credit (20) to a set amount of learning, at the set standard, in a set pattern, while meeting the literacy and numeracy requirements. The QCE demonstrates to employers, tertiary institutions and the wider community that school leavers have met the set standard by completing a learning program with sufficient breadth and depth. Students can choose from a wide range of subjects and courses to suit their work and study goals. Learning accounts are closed after nine years.

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises the achievements of students who are on individualised learning programs. Only students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors are eligible. Additional information is available in Special Provisions below.

Senior Subjects

Capricornia SDE offers the four types of senior subject syllabuses developed by QCAA – General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in for Year 12 students in October and November each year by the QCAA. The external assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

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

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are formed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

Vocational education and training (VET)

Capricornia SDE is a registered training organisation (30951) and deliver [course offerings](#) which are registered on our [scope of registration](#) with the QCAA. Students can study VET programs through external providers and also through undertaking school-based apprenticeships and traineeships.

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare students for employment in a specific industry. VET links the hands-on learning with theoretical understanding. VET's intent is to give students better skills and more opportunities learning within a vocational context. VET qualifications are **NATIONALLY** recognised by employers and training providers. Attainment of a VET qualification is proof that you are competent to do a specific job.

VET qualifications attained by students are recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing or credit towards a traineeship or apprenticeship and/or credit towards entry to courses at TAFE institutes and other registered training organisations.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects – English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Senior Secondary Students will need:

Unique Student Identifier (USI Number)

From 1st January 2015, all students undertaking nationally recognised training in Australia will need to have a Unique

Student Identifier (USI) For more information about a USI: <http://www.usi.gov.au/>.

Learner Unique Identifier (LUI Number)

When you are in Year 10 or turn 15 (whichever comes first), your school will register you with the Queensland Curriculum and Assessment Authority (QCAA) and a learning account will be opened for you. Your school will give you a Learner Unique Identifier (LUI) — a 10-digit number that the QCAA uses to identify you — and a password, so you can access your learning account.

For more Information visit:

Student Portal: <https://myqce.qcaa.qld.edu.au>

New QCE System: <https://www.qcaa.qld.edu.au/senior/senior-qce>

QCE and QCIA handbook: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019>

Learning options and requirements

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

To be awarded a QCE, students must accrue minimum of 20 credits in the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Some students may exit on more than 20 credits.

Planning for a QCE – SET Plan

A Senior Education and Training Plan (SET) Plan helps students structure their learning around their abilities, interests and ambitions post-year 10. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

The student, their parents or carers, and the school meet to develop the SET Plan as an interview process, which details what, where and how a student will study during their senior phase of learning (usually Years 11 and 12). The plan is finalised by the end of Term 3 of Year 10. The SET Plan is reviewed periodically to monitor the student's progress. It can be updated at anytime.

Monitoring progress – learning accounts

When a student is registered, the QCAA opens a learning account for them. The learning account records details of learning and results of any completed studies. Students are able to access their learning account through the [Student Portal](#) website which does connect with a student's [MyQCE](#) website.

Awarding a QCE

Students who have met the requirements will be awarded a QCE at the end of Year 12 by QCAA. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate — their learning account remains open, regardless of their age (however, credits expire after 9 years). The QCAA will award a QCE in the following July or December, once a person becomes eligible.

All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December by QCAA. After finishing Year 12 students who become eligible for the award of a QCE will receive a Statement of Results. A Statement of Results is a cumulative transcript of their learning account. These will be issued every July and December.

Year 10, 11 & 12 Curriculum and Pathways

Selecting subjects for students in Years 11 & 12 requires careful consideration and should be in alignment with a student's completed SET Plan. Please consider all of the information on pathways before making subject choices. If you have any questions about this information please talk to the school at your enrolment interview or with HOD of Senior Schooling prior to selecting subjects.

It is essential that students choose a pathway where they can select subjects they are capable of achieving success in. It is also very important for students to have a good idea of what they would like to achieve after Year 12. Students entering Year 11 need to consider subjects which will provide the greatest foundations for their intended pathways post-Year 12.

Access arrangements and reasonable adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognizes that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

For further information please refer to the [QCAA Access arrangements and reasonable adjustments \(AARA\)](#).

To apply for an AARA, please contact Senior Secondary Head of Departments.

Available Subjects in Years 10

Please see the Capricornia SDE Website for Information about these subjects.

Year 10		
Area of Study	Subject	Subject Status
English	English	Core
Mathematics	Mathematics	Core
	Maths Extension	Core *(applicable students identified by teachers)
Science	Science	Core
Health and Physical Education	Health and Physical Education	Core
Humanities and Social Sciences	Short Course in Career Education Civics & Citizenship Geography Economics & Business History Extension	Core (Semester 1) Elective (Semester 1 or 2) Elective (Semester 1 or 2) Elective (Semester 1 or 2) Elective (Semester 1 or 2) Elective (Semester 2)
Languages	Japanese	Elective (one year)
Technologies	Digital Technologies	Elective (Semester 1 or 2)
	Design and Technologies	Elective (Semester 1 or 2)
The Arts	Visual Art	Elective (Semester 1 or 2)
	Media Arts	Elective (Semester 1 or 2)
Vocational Education and Training (VET)	One Semester duration (<i>fast pace</i>)	
	Certificate II Self-Awareness & Development	Elective
	Certificate I in Agrifood Operations	Elective
	Certificate I in Workplace Skills	Elective
	One year duration	
	Certificate I in Skills for Vocational Pathways	Elective
	Certificate I in Agrifood Operations	Elective
	Certificate I in Workplace Skills	Elective
	Certificate II Self-Awareness & Development	Elective
	Certificate II in Music Industry	Elective
	Two year duration	
	Certificate II in Skills for Work & Vocational Pathways	Elective
	Certificate II in Applied Digital Technologies	Elective
	Certificate II in Workplace Skills	Elective

Available Subjects in Years 11

Please see the Capricornia SDE Website for Information about these subjects.

Year 11 and 12 (Subject duration 2 years except Short Courses, Cert II Self-Awareness & Development and Cert II in Music Industry)				
Syllabus	Subject Classification	Subject	Pre-requisites	Subject Status
English	General	English	SA; Year 10 English	Core (4 QCE credits)
	Applied	Essential English	Nil	Core (4 QCE credits)
	Short Course	Short Course in Literacy	Nil	Prep (1 QCE credit)
Mathematics	General	General Mathematics	SA; Year 10 Maths	Core (4 QCE credits)
	General	Mathematical Methods	SA; Year 10 Ex Maths	Core (4 QCE credits)
	General	Specialist Mathematics	SA; Year 10 Ex Maths	Core (4 QCE credits)
	Applied	Essential Mathematics	Nil	Core (4 QCE credits)
	Short Course	Short Course in Numeracy	Nil	Prep (1 QCE credit)
Science	Applied	Agricultural Practices	Nil	Elective (4 QCE credits)
	Applied	Aquatic Practices	Nil	Elective (4 QCE credits)
	General	Agricultural Science	SA; Year 10 English	Elective (4 QCE credits)
	General	Biology	HA; Year 10 English & Science	Elective (4 QCE credits)
	General	Chemistry	HA; Year 10 Ex Maths & Science	Elective (4 QCE credits)
	General	Physics	HA; Year 10 Ex Maths	Elective (4 QCE credits)
	Applied	Science in Practice	SA; Year 10 Science	Elective (4 QCE credits)
Humanities and Social Sciences	General	Accounting	HA; Year 10 English	Elective (4 QCE credits)
	General	Ancient History	SA; Year 10 English	Elective (4 QCE credits)
	General	Business	HA; Year 10 English & Maths	Elective (4 QCE credits)
	General	Economics	HA; Year 10 English	Elective (4 QCE credits)
	General	Geography	SA; Year 10 English	Elective (4 QCE credits)
	General	Legal Studies	HA; Year 10 English	Elective (4 QCE credits)
	General	Modern History	SA; Year 10 English	Elective (4 QCE credits)
	Applied	Social & Community Studies	Nil	Elective (4 QCE credits)
The Arts	Applied	Visual Arts in Practice	Nil	Elective (4 QCE credits)
Languages	General	Japanese	SA; Year 10 Japanese	Elective (4 QCE credits)
Health and Physical Education	Applied	Early Childhood Studies	Nil	Elective (4 QCE credits)
Vocational Education and Training (VET)	VET	FSK20119 Certificate II in Skills for Work and Vocational Pathways	Nil	Elective (4 QCE credits)
	VET	BSB20120 Certificate II in Workplace Skills	Nil	Elective (4 QCE credits)
	VET	ICT20120 Certificate II in Applied Digital Technologies	Nil	Elective (4 QCE credits)
	VET	CUA20615 Certificate II in Music Industry	Nil	Elective (4 QCE credits)
	VET	1085NAT Certificate II Self-Awareness and Development	Nil	Elective (4 QCE credits)

Pathway Planning

Senior Schooling Head of Department is available to assist students in planning their course of study and to provide advice on subject selection. This ensures that the selection of subjects is appropriate for the individual student.

Changing Subjects

Before changing subjects students and parents/guardians must carefully consider the impact that subject changes can have on a student's eligibility to achieve a QCE. Remember that all students must have at least 3 subjects that remain the same across Years 11 and 12 to remain eligible for a QCE and an ATAR. It must be noted that if a student exits a subject with an unsatisfactory grade they will receive no credit for Unit 1, Unit 2 or combined Units 3 and 4.

Students may only change subjects as per the Subject Change Policy. Subject changes must fit within the following parameters:

In general a subject change may only be permitted in the following circumstances by a HOD of Senior Secondary:

1. Where despite all efforts a student is obtaining less than satisfactory results. In this instance, the student will be identified as requiring a subject change by either:
 - Their classroom teacher;
 - The end of term analysis of reporting data; or
 - Self-identified.
2. The student has identified a change of career / tertiary pathway and their current subject selection does not align.
3. Unsafe behaviours in practical subjects. Teachers are not to send students to administration directly for subject changes for this reason. Students must have completed a safety re-training program and must be referred via the HOD after subsequent safety breaches.
4. Has selected subjects that they have already completed or may result in duplication of learning.
5. Has selected subjects that are incompatible and unable to be completed at the same time.
6. Failure to complete mandatory components of the course. Students must be referred curriculum HOD of Senior Secondary.

Students may submit a subject change, for the reasons indicated above, at any time. However, subject changes will only be reviewed at the following times.

- Year 12 – subject changes will be awarded only with approval of HOD Senior Schooling.
- Year 11 – no subject changes will be awarded after first three weeks of a Unit. Students will be expected to then remain in subject for the duration of the Unit (semester).

HOD's Senior Secondary in consultation with teachers, will make a decision regarding semester unit credits for senior certification.

The school intends to make the recommended subject changes prior to the start of the next Unit.

Changes may be authorised outside the times outlined above in extenuating circumstances. Any change will be negotiated between the relevant HOD of Senior Secondary and subject Teacher.

FINANCIAL ASSISTANCE

Textbook Allowance (if applicable)

The Capricornia School of Distance Education operates a Textbook Hire Scheme. This means that the school purchases all required text books and hires them to students for the amount issued in the Queensland Government's text book allowance. When enrolling at the beginning of the school year, the school can claim the allowance on your behalf from the government when you sign the form provided by the school. This gives students access to all text books required at no additional cost.

Enrolments after 26 February

If you have been enrolled at another school this year prior to enrolling with the Capricornia School of Distance Education, the Textbook Allowance would have already been claimed by that school. Therefore you are not eligible to receive a second allowance.

Textbook Supplies and Equipment

Some year levels require the use of support materials in addition to the learning materials supplied by the Capricornia School of Distance Education. The obligation is on students to purchase these materials, as the school does not sell them. A book list explaining the requirements for each year level is included with the enrolment application package.

ICT Subsidies – Computer Hardware & Broadband

An annual **Computer Hardware** subsidy is offered to all **Geographically Isolated** and **Medical Students** of \$250 to assist to purchase, replace or upgrade computer hardware to enhance student learning.

An annual **Broadband** subsidy is offered to all **Geographically Isolated** students of \$500 to assist in meeting the costs of broadband internet access and download charges from the home classroom.

To be **eligible** for an ICT/DE subsidy students must:

1. For computer hardware subsidies – belong to the Geographic Isolation or Medical categories.
2. For broadband internet subsidy – belong to the Geographic Isolation category.
3. Have a minimum of six (6) months continuous enrolment at a School of Distance Education (SDE) in the subsidy category nominated. Please see table below for census dates.
4. Students must be currently enrolled at Census data collection dates.

Subsidy Payments		
Eligible for Subsidy	Data Collection	Grant Payment
Enrolled by Sept 2019	March 2020 Census	April 2020
Enrolled by Feb 2020	Sept 2020 Census	October 2020

Capricornia School of Distance Education Computer Hire Scheme

Some categories of enrolment may be eligible to hire from a pool of school laptops. Please discuss your eligibility for computer hire with the Front Office Staff. Students who enrol in the Travelling Category are not eligible to hire laptops.

Student ID Cards

Students wishing to obtain a student ID card, should email a digital, head and shoulders photograph of themselves to the admin officer. Students who are unable to forward a digital photograph should include a colour passport size photograph with the enrolment application.

In all cases, the student's face must be clear. Please do not forward photographs where the student is wearing a hat or cap. Details of the student's full name and date of birth must accompany the photograph. The ID card will be issued when the enrolment has been approved.

Our school uniform consists of a school shirt which can be purchased from each campus. The cost is \$30.00 (cash only).

Timetabled lessons – SCHEDULED LESSONS

Scheduled lessons are used as the main avenue to provide teaching to support students. Scheduled lessons may be delivered by:

- (1) Timetabled Lesson (TL)
- (2) Web Conferencing software (using a computer and Internet connection)
- (3) A combination of TL and Web Conferencing

Participation in Timetabled Lessons

Capricornia SDE expects the participation of all eligible students in Teleteaching Lessons. Application for exemption from participation in scheduled lessons must be made in writing at the time of enrolment. Overseas students, according to Education Queensland guidelines, do not have an entitlement to participate in these lessons. However, it may be possible, if class sizes permit, to negotiate participation in scheduled lessons with your teacher. Call costs are the responsibility of the family and web conferencing may be a more viable option. Students travelling within Australia may experience difficulty in participation with scheduled lessons due to time differences and call costs.

Information about Timetabled lesson

When do students attend their Lessons?

Participating students will be timetabled for their regular scheduled lessons. Each class will occur at the same time each week, similar to a timetable in a mainstream school. Students are expected to connect into the lesson 5 minutes before the commencement time of the lesson. Duration of scheduled lessons is generally 70 minutes. Students will be scheduled for two or three lessons in each of their core and elective subjects.

Who takes part in a Lesson?

The subject or class teacher facilitates a group students who are in the same year level and/or are studying the same subject. Student attendance at Lessons is expected and is monitored through attendance records maintained by the teacher.

Where does a student do these Lessons?

Students attend their Lessons from their own location using a computer with internet connection located in a quiet workspace.

What equipment is required to participate in Lessons?

Students require a computer, headset and microphone speaker and adequate internet connection detailed during the enrolment process. For students to participate in Web Conferencing there is the requirement that they have an Internet connection. The school recommends a 512k broadband connection.

Web-Based Courses –E-Learning

Capricornia School of Distance Education makes use of Education Queensland's Learning Place and Blackboard for the delivery of online courses (<http://education.qld.gov.au/learningplace>).

On enrolment, all students are issued with a username and password for the Learning Place, which enables them to access online courses, the school library and other learning and support materials. Where courses are delivered online, students have access to instructional materials, learning resources, chat groups, email connections and discussion boards.

Teachers and students make use of these online communications and resources as an integral part of the schooling experience.

Students are required to have access to a personal computer, headset with microphone and Internet access in order to receive all available services from the school. The school recommends a 512k broadband connection. A recommended minimum is 8GB.

Web conferencing

Teachers utilise a Web Conferencing tool called 'Blackboard Ultra'.

Using the Internet

The use of the Internet as a learning tool underpins many of the learning programs used in this school. Like any community based resource, there are responsibilities parents and students must be aware of when using the Internet. Parents Home tutors and Guardians are encouraged to:

- (a) ensure students are aware of the risks and benefits associated with the use of Internet services and the measures within the home to minimise these risks;
- (b) develop Intranet, Internet and email usage guidelines;
- (c) prepare students to cope with unanticipated access to such materials or people.

As part of the school's enrolment agreement, parents/carers also acknowledge the following:

- (a) the Internet can provide students with valuable learning experiences;
- (b) the Internet gives access to information on computers around the world;
- (c) the school cannot control what is on those computers;
- (d) a very small part of that information can be illegal, dangerous or offensive.

Teachers will always exercise their duty of care. Protection against exposure to harmful information should depend finally upon responsible use by students. Students using the Internet irresponsibly will be subject to appropriate action by the school. This may include loss, for some time, of Internet access at the school computers.

Student email addresses for communication with Capricornia School of Distance Education

All enrolled students will use an official Department of Education, Training and Employment Managed Internet Service (MIS) web mail address for communication with the school. This address will be provided following enrolment.

Capricornia SDE will not communicate with students who have inappropriate email addresses. Students must conform to the acceptable use of email, e.g. jsmit1@eq.edu.au.

For complete information please refer to the Information Policy and Procedures Handbook available on the CSDE website: www.capricorniasde.eq.edu.au

CAPRICORNIA SCHOOL OF DISTANCE EDUCATION: Attendance and Assessment

Expectations

When enrolling a student in a Distance Education program, parents/home tutors make a commitment to work with the student at home on a regular basis, to make weekly contact (both by phone, email and written correspondence) with their student's teacher/s and to ensure that work is returned regularly to the school.

Attendance and engagement

For students to gain the most from Capricornia SDE courses, they must engage fully with the learning. The nature of Distance Education is such that to engage fully, students must regularly complete learning tasks and communicate with their teacher about their learning.

Both attendance and engagement are demonstrated on a weekly basis by participation in telephone lessons, web conferencing and blackboard courses, return of diagnostic tasks or units of work, communication with your teacher by phone or email, or attendance at the Capricornia SDE site.

Students demonstrate their "effort" by the regularity and variety of contact and completion of weekly activities.

Students must have at least 85% attendance in the learning program course to qualify for credit in that unit. At Capricornia SDE, attendance is monitored on a weekly basis. This means that if a student fails to engage for 3 weeks in a 10 week term, they will be removed from their class, and need to "show cause" why they should be given credit for the course of study. Students whose total "absence" reaches 5 weeks in a semester, "show cause" why they should be given credit for the course of study.

Assessment

A core value at Capricornia SDE is "maximising learning potential" and we strive to achieve the best educational outcomes possible for our students. Good assessment is intimately linked to the teaching and learning processes in a course. Assessment tasks measure a student's success in engaging with those learning experiences. Students who do not complete exams or assignments as set out in their programs are not given credit. They are "Not Rated".

If they are "Not Rated" in up to 50% of their courses in any semester, the student will be removed from those subjects and required to re-negotiate their course of study. If they are "Not Rated" in more than 50% of their courses in any semester, the student's enrolment will be cancelled, subject to appeal.

Assessment Completion Policy

At CSDE we have a "100% completion" policy for all Summative Assessment for a student to demonstrate their success in their learning. This means:

- Drafts are required to demonstrate students' ownership of assessment tasks.
- If the assignment is not submitted on the due date, a satisfactory draft allows Capricornia SDE to grant students credit for the semester's work.

Students may apply for an extension to the due date of assignments through the Class Teacher. Except in emergent circumstances, the application must be made one week prior to the due date of the assignment.

In summary, the policy states that students:-

- **Must complete all summative assessment tasks in a unit to gain credit for a semester**
- **Must submit drafts of assignments as detailed in their task sheet**
- **Must (when they have legitimate reasons for requesting extensions of due dates for assignments) submit requests well in advance of those due dates**
- **May request adjustments (Special Provisions) to their assessment tasks due to Special Circumstances (AARA)**

To find out more

A detailed copy of the Capricornia SDE Assessment and Attendance Policy for students can be accessed on the school website www.capricorniasde.eq.edu.au. All students will be provided with the sections of the policy most relevant to them, at the time of enrolment. It is an expectation that, at the time of enrolment with CSDE, students and parent/home tutors will provide a signed undertaking to maintain regular contact, attendance and return of work.

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Context

Department of Education and Training is committed to provisions that ensure all young Queenslanders have a right to receive a quality education. The Capricornia School of Distance Education's Responsible Behaviour Plan is underpinned by the Department of Education and Training Code of School Behaviour – Better Behaviour Better Learning. The Capricornia SDE Responsible Behaviour Plan is based upon a set of **Rights** to be enjoyed by all members of the school community. These Rights are associated with a set of **Responsibilities**. School community members exercise **Choice** in how they behave. However, with Choice there are associated **Consequences**. These consequences are made clear in the policy.

Rights

All members of the Capricornia SDE school community can expect to enjoy the following Rights to:

- work together to obtain the best outcomes (Learning Right)
- be treated with, and treat others with courtesy, respect and fairness (Fair Treatment Right)
- take care of the safety of persons and property (Safety Right)
- ask questions, share ideas and express opinions and allow others to do so (Communication Right)
- show pride in your own achievements, the achievements of others and the achievements of our school

Student responsibilities

To achieve successful learning, students have a responsibility to:

- be motivated
- develop good study habits
- take responsibility for their own learning
- seek support with the learning program from teachers
- participate fully in Scheduled Lessons to which they are allocated
- complete and return set tasks by the due dates indicated
- maintain contact with teachers about their progress
- contact teachers to inform them of illness or family circumstances that prevent lesson attendance or the return of work by the scheduled due date
- maintain their own personal wellbeing
- establish regular study habits and work in a suitable study environment.

Parent/Home tutor / Guardian responsibilities

To support students to achieve best outcomes, parents/home tutors have a responsibility to:

- provide an appropriate learning environment
- respond to the school's learning programs and its perceived development needs
- work collaboratively to ensure quality outcomes for the student
- uphold the Values and Beliefs as agreed by the school community
- care for allotted school equipment and resources.

To find out more

A detailed copy of the Capricornia SDE Responsible Behaviour Plan for Students can be accessed on the school website www.capricorniasde.eq.edu.au. All students will be provided with the sections of the policy most relevant to them, at the time of enrolment. It is an expectation that, at the time of enrolment with CSDE, students and parent/home tutors will provide a signed undertaking to conform to the CSDE Responsible Behaviour Plan for the period of the enrolment.

ADDITIONAL SERVICES

A range of additional services is provided to enhance learning opportunities. These include activities conducted at CSDE and in selected regional centres. Activities such as: Mini-schools, Drop in Days, VET Cluster Days, activity days, excursions, tutorials, sports days, swim schools, home-visits and home tutor training are available. Details are provided to enrolled families.

THE CAPRICORNIA SDE LIBRARY AND RESOURCE CENTRE

The Capricornia SDE Library and Resource Centre team's main aim is to help students and their parents/home tutors. The teacher-librarians work closely with teachers to assist students and home tutors in gathering and using information effectively, to make useful and interesting selections of materials and to provide opportunities for students to gain the information skills necessary for them to become successful, independent, life-long learners.

The Library and Resource Centre supports the School by:

- providing access to an extensive collection of resources that are current, relevant and which support the school's curriculum, as well as individual interests and learning
- promoting and encouraging a love of reading through Leisure and Extension Reading Programmes provided by Teacher-Librarians
- providing support for readers with resources for the Premier's Reading Challenge
- providing pathways and resources to assist students with research based assignment tasks through the On-line Library Sites and individual contact with Teacher-Librarians
- providing access to an On-line catalogue via the Capricornia SDE Library web-site
- providing access to online newspapers, magazine and subject specific databases to support curriculum, students and staff

Students are encouraged to visit the Library and Resource Centre when attending Mini-schools or visiting teachers. Further information about the Library and Resource Centre and the borrowing procedures is provided in the Library and Resource Centre section of the Information Policy and Procedures Handbook which students receive when they enrol. Information is also available via the Internet at www.capricorniasde.eq.edu.au.

ADJUSTED CURRICULUM AND STUDENT SUPPORT

We provide support to students with disabilities and/or learning difficulties and their families. Students with disabilities are identified through the Verification process which is part of the Education Adjustment Program (EAP). For students with learning difficulties, there is a school based process used to identify their educational needs. Case managers, learning support teachers and teacher aides are available to work with identified students. If you have any queries regarding access to these services, please contact the School.

STUDENT WELLBEING

Students have access to a Well Being program and as part of this program students are required to attend Care Group. Appointments with the School Guidance Officer can be made through the Care Group Teacher. The Capricornia School of Distance Education may also collect personal information from parents, guardians and students during the child's school attendance relating to the wellbeing, protection and safety of the child. This is in accordance with the Department of Education's policy in relation to Student Protection. Where necessary, this personal information may be passed on to agencies such as Queensland Health, Queensland Police Service and Department of Families.

PRIVACY STATEMENT

The Capricornia School of Distance Education may collect information on the enrolment application form for the purpose of school enrolment. This is authorised by the Education (General Provisions) Act 2006 (EGPA 2006). Personal information collected by the Capricornia School of Distance Education is protected by the Queensland Government Information Standard 42 – Information Privacy. Some of this information may be passed on to other State and Commonwealth agencies. Please refer to Right to Information Act 2009 www.qld.gov.au/right-to-information/. Your personal information will not be disclosed to any other third party without your consent, unless authorised or required by law.

WORK EXPERIENCE

The Capricornia School of Distance Education offers the opportunity to full-time school-age students over 14 years of age to participate in Work Experience. Work Experience is a onsite job placement where the student participates in activities associated with the job they wish to experience and should be in line with their study areas.

Work Experience provides students with opportunities:

- to understand the world of work
- to try/sample a variety of employment possibilities
- to prepare for the demands and expectations of the working world
- to support assessment and/or learning in a Stand Alone VET course.

Conditions for Work Experience

Students:

- must be 14 years of age
- may work a maximum of 30 days a year in one or more types of work
- must NOT receive payment from employer
- must have written consent from their parent/guardian before placement if they are under 18 years of age
- must have the placement negotiated/facilitated by the Capricornia School of Distance Education
- must fill in the 'Application for Work Experience Program' and return it to the Capricornia School of Distance Education to trigger the placement process
- must obtain their Certificate in Safety Sense to fulfil the Workplace Health and Safety requirements prior to commencing their placement.

Note: Students who wish to undertake construction-type work for work experience placement must have completed 30215 QLD – Course in General Safety Induction (Construction Industry) as required by the new regulations for the construction industry under the Workplace Health and Safety Act 1995. Students wishing to obtain more information should contact the Senior Schooling Department at CSDE.

Work placement

Work placement is a requirement for students in some Subject Area Specification Subjects and Stand Alone VET courses.

Assessment of specific units of competency may occur during the work placement. Requirements are the same as for Work Experience.

How to organise participation

Students who wish to participate in work experience/placement, contact your Care Group Teacher and the Work Experience Co-ordinator at Capricornia School of Distance Education (07) 49 314 800.

There are two types of work experience patterns:

- Type A involves a block of time, one or two weeks at a time, one, two or three times a year.
- Type B, involves one day a week.

During this time, an indemnity policy taken out by Department of Education, Training and Employment, covering public liability for the employer is in place, in case of accidental damage to property, goods or members of the public.

Vocational Education and Training Certificates I, II, III (VET)

Students have the opportunity to complete various Certificate courses both under the school's Registered Training Organisation Status (Provider Number 30951) and external RTO's.

COMPETENCY- BASED ASSESSMENT INCLUDED WITHIN VET SUBJECTS

Assessments for the VET components of your course are competency-based. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent. They are:

- a. undertaking a specific workplace task(s) (called 'task skills')
- b. management skills – managing a number of different tasks to complete a whole work activity (called 'task management skills')
- c. responding to problems and irregularities when undertaking a work activity (called contingency management skills'). Examples of problems/irregularities could be:
 - breakdowns
 - changes in routines
 - unexpected results or outcomes
 - difficult or dissatisfied clients.
- d. dealing with the responsibilities and expectations of the work environment when undertaking a work activity (called 'job/role environment skills'), such as:
 - working with others
 - interacting with clients and suppliers
 - complying with standard operating procedures
 - observing enterprise policy and procedures.

This means that when you demonstrate competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

Please note: Should you have any questions or concerns contact Senior Schooling Head of Department.

RECOGNITION OF PRIOR LEARNING(RPL)

When you commence a VET subject, you may think there are some units of competency or modules you can already do and would be competent at. You could apply for what is called 'RECOGNITION' for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include:

- letters or testimonials from employers
- samples of work
- certificates, etc.

The **RECOGNITION** process is a very supportive one, i.e. your teacher will guide you through the process, the steps of which are outlined below:

STEP 1: Read the information in the Senior Schooling Student Information Handbook about RECOGNITION.

STEP 2: If you feel you are already competent in some parts or all of the VET subject you are about to do, discuss the RECOGNITION process with your teacher. Ensure that you understand the full RECOGNITION application process, including the appeals process.

STEP 3: Undertake a self-assessment, using the Self-Assessment form. If you feel you already possess some of the competencies in the course, it might be a good idea to start with a self-assessment. You need to complete a separate RECOGNITION Self-assessment form for each unit of competency/module for which you are applying for RECOGNITION. Evidence can take many forms, and will usually include such things as:

- examples of work
- photographs, videos, letters and reports
- awards, certificates and qualifications
- employer references
- letters from work colleagues, etc.

STEP 4: Discuss your self-assessment with your teacher. If there are FULL units of competency for which you and your teacher feel RECOGNITION may be able to be given, you will be encouraged to move to the next step, the completion of the RECOGNITION application form.

STEP 5: Complete and submit the Student Application for Recognition form.

STEP 6: Once given the result of your application, discuss the outcome with your teacher.

Provide feedback to your teacher and provide feedback on the RECOGNITION process itself.

STEP 7: Should you wish to appeal, complete the Student RECOGNITION AppealsForm.

STEP 8: Discuss the outcome of the appeal, when known, with your teacher and provide feedback about the APPEAL process itself. See your VET teacher for more information and for copies of the self-assessment and application forms.

NOTE: You do not need to go through the above process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school's VET programs. You will be awarded automatic recognition in these cases. This is referred to as mutual recognition.

COMPLAINTS/GRIEVANCES/APPEALS

You will need to consider the process for Complaints/Grievances/Appeals if you are unhappy about any aspect of your Senior program or about:

- an administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline or a financial matter such as non-refund of subject levies, etc;
- another person in the school (student or teacher);
- a person outside the school (e.g. a person at your work experience placement organisation or your school-based traineeship/apprenticeship organisation); or
- the results of an assessment or about the way the assessment was undertaken.

School Based Apprenticeships and Traineeships

School based apprenticeships and traineeships (SATs) are primarily designed for students in Years 11 and 12, although opportunities do exist for Year 10 students. Younger students may be permitted to participate under defined circumstances.

While some school based traineeships may be completed by the end of Year 12, many traineeships and all apprenticeships continue after this time. As a school based apprentice or trainee, a student remains enrolled as a full-time BSDE student. As an apprentice or trainee, the student is paid by the employer for the hours worked.

Prerequisites

There are no educational pre-requisites for a SAT. It is recommended that students have a sound literacy and numeracy level and are genuinely interested in pursuing both a career and an education. It is advisable that students undertake work experience placement in the industry area of their choice before commencing a School Based Apprenticeship/Traineeship. This helps students decide on their genuine interests.

Time commitment

It is anticipated that students spend one day a week at work, one day a week on theory related to the traineeship or apprenticeship and three days a week on school work. This entirely depends on individual workloads as some students are at work more than one day a week and some students enrol in more school subjects. SAT students are expected to keep up to-date with the Work Rate Calendar for their Capricornia School of Distance Education subjects.

Course outline

Students study Capricornia SDE subjects in conjunction with their SAT. As part of their apprenticeship or traineeship, students must undertake on and off-the-job training, including theory work, assignments and exams with their Supervising Registered Training Organisation, e.g. TAFE, in order to achieve competence in the units of competency related to their apprenticeship or traineeship.

At the end of Year 12, school based trainees should have completed their Traineeship and achieved a Certificate Level II outcome. They then have the option to undertake higher levels of study, gain further employment or seek an apprenticeship. At the end of Year 12, school based apprentices should have completed the first year of their Apprenticeship and achieved the appropriate number of units of competency at a Certificate III/IV level. They should then be able to complete their apprenticeship with their employer and Supervising Registered Training Organisation (SRTO).

Assessment

Students complete assessment for their Capricornia SDE subjects as normal. They are also required to complete assessment for their Supervising Registered Training Organisation (SRTO) in order to achieve the necessary competencies for the traineeship or apprenticeship.

Requirements

The specific requirements related to the SAT will be advised by the employer and the SRTO. Note: students are required to find their own employer. Students who undertake a SAT with fewer than five Authority subjects are not eligible for an OP. Completion of a SAT at Certificate II level contributes 4 credit points towards the QCE.

It is advisable that those interested in a SAT refer to the following Queensland Government website related to School based apprenticeship and traineeship information: <http://apprenticeshipsinfo.qld.gov.au/schoolbased/index.html>.

Access Arrangements and Reasonable Adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA minimizes barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. CSDE use the [QCAA AARA Guidelines](#) to inform decisions about appropriate adjustments for Applied, Applied (Essential), General, Short Course, VET and Senior External Examination assessments.

AARA are provided to minimize, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent

The QCAA uses broad application of categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional

The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstance) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.

Illness and misadventure – internal assessment

[Illness and misadventure](#) can include internal assessment; a student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation

time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

Illness and misadventure – external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student.

Ineligibility

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Special provisions for students with special needs should be made as soon as possible to ensure that, as far as practicable, the student is able to have early access to the support required to complete subject requirements. Appropriate and effective consultation with the students and her or his care-givers should be central to this decision-making process. It is important that CSDE is notified at the earliest possible date.

Specific examples of these special arrangements include, but are not limited to:

- making alternative arrangements for the testing and assessment of students
- use of specialised equipment particular to a student's impairment e.g. a computer
- provision of a reader to communicate a text or provision of a writer to provide an exact transcription of student responses to assessment items in cases of a physical impairment
- provision of assistance with the interpretation and comprehension of assessment items for students with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills
- additional time for students to complete assessable tasks (e.g. Some students may require more time to complete written tests or submit assignments) in order to give them equal opportunity to demonstrate their knowledge and skills
- adjusting tasks to allow Aboriginal and Torres Strait Islander students the opportunity to represent their cultural experiences in their responses to assessment items. (e.g. modification of an essay question)
- making alternative arrangements for the testing of students, e.g. Aboriginal and Torres Strait Islander students in order to allow them to attend an event which has cultural significance.

APPENDIX A

Year 11 and 12 Subject Course Profiles

Senior Education Profile

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

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

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

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

For more information about the Senior External Examination, see:

www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Short Courses

Course overview

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

Short Courses are available in:

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

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

English

General

- English
- **Applied**
- Essential English

Short Course

- Literacy

Humanities

General

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

Applied

- Social & Community Studies

Health and Physical Education

Applied

- Early Childhood Studies

Science

General

- Agricultural Science
- Biology
- Chemistry
- Physics

Applied

- Agricultural Practices
- Aquatic Practices
- Science in Practice

Languages

General

- Japanese

The Arts

Applied

- Visual Arts in Practice

General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Mathematical Methods

General senior subject

General

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> Examination 			

Specialist Mathematics

General senior subject

General

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 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.

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, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Essential Mathematics

Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context

related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

Numeracy

Short Course

Short
Course

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: <ul style="list-style-type: none">• an extended response — oral mathematical presentation (Internal assessment 1A)• a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: <ul style="list-style-type: none">• an examination — short response (Internal assessment 2A)• a student learning journal (Internal assessment 2B).

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian 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): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) — short response examination 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

Literacy

Short Course

Short Course

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

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

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

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

Pathways

A course of study in Literacy may establish a basis for further education and employment

in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

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

Structure and assessment

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

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: <ul style="list-style-type: none">• an extended response — written (Internal assessment 1A)• a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: <ul style="list-style-type: none">• an extended response — short response (Internal assessment 2A)• a reading comprehension task (Internal assessment 2B).

Accounting

General senior subject

General

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate 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
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none">• Accounting for a service business — cash, accounts receivable, accounts payable and no GST• End-of-month reporting for a service business — no GST	Management effectiveness <ul style="list-style-type: none">• Accounting for a trading GST business• End-of-year reporting for a trading GST business	Monitoring a business <ul style="list-style-type: none">• Managing resources for a trading GST business• Fully classified financial statement reporting for a trading GST business	Accounting — the big picture <ul style="list-style-type: none">• Cash management• Complete accounting process for a trading GST 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): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — cash management	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short response	25%

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, 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, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf 	Reconstructing the ancient world <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and 	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external</p>

Unit 1	Unit 2	Unit 3	Unit 4
	ibn Ayyub) <ul style="list-style-type: none"> • Richard the Lionheart • Alternative choice of personality 	Herculaneum <ul style="list-style-type: none"> • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	examination from: <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — business report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Economics

General senior subject

General

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics,

econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

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

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none">• The basic economic problem• Economic flows• Market forces	Modified markets <ul style="list-style-type: none">• Markets and efficiency• Case options of market measures and strategies	International economics <ul style="list-style-type: none">• The global economy• International economic issues	Contemporary macroeconomics <ul style="list-style-type: none">• Macroeconomic objectives and theory• Economic management

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — research report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Geography

General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world. 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 investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

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
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none">• Natural hazard zones• Ecological hazard zones	Planning sustainable places <ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	Responding to land cover transformations <ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	Managing population change <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — data report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — field report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Legal Studies

General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• Human rights in Australian contexts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Modern History

General senior subject

General

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them 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:

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s

Unit 1	Unit 2	Unit 3	Unit 4
1868–1912		<ul style="list-style-type: none"> Israel, 1948–1993 	<ul style="list-style-type: none"> Nuclear Age since 1945 Cold War, 1945–1991
<ul style="list-style-type: none"> Boxer Rebellion, 1900–1901 Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1 	<ul style="list-style-type: none"> Independence movement in Vietnam, 1945–1975 Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969 Pro-democracy movement in Myanmar (Burma) since 1988 Alternative topic for Unit 2 	<ul style="list-style-type: none"> South Korea, 1948–1972 	<ul style="list-style-type: none"> Struggle for peace in the Middle East since 1948 Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination — essay in response to historical sources 		<ul style="list-style-type: none"> Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Independent source investigation 		<ul style="list-style-type: none"> Examination — short responses to historical sources 	

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and 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:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"> Personal skills — Growing and developing as an individual Interpersonal skills — Living with and relating to other people Citizenship skills — Receiving from and contributing to community 	<ul style="list-style-type: none"> The Arts and the community Australia's place in the world Gender and identity Health: Food and nutrition Health: Recreation and leisure 	<ul style="list-style-type: none"> Into relationships Legally, it could be you Money management Science and technology Today's society The world of work

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item on the test

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.

Recommendations for success

Completion of Year 10 Japanese based on the Australian Curriculum with a C or above, preferably a B. It is essential that students can read and write Hiragana, Katakana and Year 10 level Kanji.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world	私達のまわり Exploring our world	私達の社会 Our society	私の将来 My future
<ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	<ul style="list-style-type: none"> Travel Technology and media The contribution of Japanese culture to the world 	<ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Groups in society 	<ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

CSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 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): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Early Childhood Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Fundamentals of early childhood• Practices in early childhood learning	<ul style="list-style-type: none">• Play and creativity• Literacy and numeracy skills• Being in a safe place• Health and physical wellbeing• Indoor and outdoor learning environments

Assessment

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

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Agricultural Science

General senior subject

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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 Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems <ul style="list-style-type: none"> • Agricultural enterprises A • Animal production A • Plant production A 	Resources <ul style="list-style-type: none"> • Management of renewable resources • Physical resource management • Agricultural management, research and innovation 	Agricultural production <ul style="list-style-type: none"> • Animal production B • Plant production B • Agricultural enterprises B 	Agricultural management <ul style="list-style-type: none"> • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

Unit 3		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			

Physics

General senior subject

General

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 and technology.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> • Data test 		<ul style="list-style-type: none"> • Research investigation 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Student experiment 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Agricultural Practices

Applied senior subject

Applied

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

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

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

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and

contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

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

Structure

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

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

Assessment

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

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time. 	At least three components from the following: <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½–2½ minutes • multimodal: 2–3 minutes • performance: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Aquatic Practices

Applied senior subject

Applied

Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. Australia's seas and inland waterways have always played a critical role in supporting human habitation and culture, from pre-colonisation to the present day. Through a study of Aquatic Practices, students will gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities. This Applied syllabus describes learning in Aquatic Practices in four areas of study: 'Environmental', 'Recreational', 'Commercial' and 'Cultural'. Knowledge, understanding and skills related to 'Safety and management practices' are embedded in all four areas of study. Students will gain knowledge and understanding of the principles underpinning safety and management in the aquatic environment, and of the commercial, environmental, recreational and cultural considerations and opportunities around aquatic practices.

The skills valued in aquatic workplaces are also described in 'Safety and management practices'. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

Teaching and learning in Aquatic Practices focuses on aquatic concepts and ideas, and practical application of knowledge, understanding and skills in real-world or lifelike aquatic contexts. Through this approach, students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning in this subject links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and

employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
<ul style="list-style-type: none">• Scientific literacy and working scientifically• Workplace health and safety• Communication and self-management	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• Discovery and change

Assessment

For Science 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 investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½–2½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: <ul style="list-style-type: none"> – 20–30 minutes – 50–250 words per item. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Pathways

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

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas

Structure

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

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

Assessment

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

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

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

Career Education

Short Course

Short
Course

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work. Career development is an ongoing process of interaction between an individual and the environment that surrounds them. As the nature of work changes and students face different challenges and opportunities from those of the past, career development aims to assist individuals to develop the skills and knowledge to effectively manage their careers.

The Short Course in Career Education focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices. Students come to understand what they need to adapt to multiple transitions in work and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

The course also aims to improve students' learning skills so that they become independent, lifelong learners. Students come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. Learning is an active process of gaining knowledge and understanding, and developing skills that draw on students' prior knowledge and experiences.

Pathways

Career Education is a Short Course suited to students who are interested in pathways beyond school that lead to further education, training and/or work. A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform the objectives for each topic, which are contextualised for the subject matter and requirements of the topic. These objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Topic objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective.

Structure and assessment

Subject type	Assessment	QCE credits	Contributes to ATAR
Short course	Internal assessment (100%)	1	No



• **CERTIFICATE I IN AGRIFOOD OPERATIONS**

VOCATIONAL TRAINING AREA: Agriculture, Horticulture and Conservation

COURSE CODE: AHC10216

QCE POINTS: 2

You will complete 6 units of competency to achieve Certificate I in AgriFood Operations.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate I in AgriFood Operations. Assessment and training information is available at www.training.gov.au. Click on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

<u>AHCWRK101</u>	Maintain the workplace <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>AHCWHS101</u>	Work Safely <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>AHCMOM101</u>	Assist with routine maintenance of machinery and equipment <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>AHCMOM203</u>	Operate basic machinery and equipment <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>AHCCHM101</u>	Follow basic chemical safety rules <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>MEM18002B</u>	Use power tools/hand held operations <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>

• **CERTIFICATE I IN BUSINESS**

VOCATIONAL TRAINING AREA:	Business
COURSE CODE:	BSB10115
QCE POINTS:	2

You will complete 6 units of competency to achieve Certificate I in Business. **BSBWHS201** is the 'core' unit. If you continue on to Certificate II in Business in the future, be sure to tell your trainer if you already have this unit successfully completed, as you can get an automatic credit transfer.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate I in Business. Assessment and training information is available at www.training.gov.au. Click on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

<u>BSBWHS201</u>	Contribute to health and safety of self and others <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>BSBCMM101</u>	Apply basic communication skills <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>BSBLED101</u>	Plan skills development <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>BSBADM101</u>	Use business equipment and resources <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>BSBITU111</u>	Operate a personal digital device <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>BSBITU112</u>	Develop keyboarding skills <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills

A CERTIFICATE I IN BUSINESS MAY LEAD TO A ROLE IN:

Data Entry

Technicians & Trades

Customer Service

Accommodation & Food Services

Health care & Social Assistance

Community & Personal Service Work

Clerical & Administrative Work



• **CERTIFICATE II IN BUSINESS**

VOCATIONAL TRAINING AREA: Business

COURSE CODE: BSB20115

QCE POINTS: 4

You will complete 12 units of competency to achieve Certificate II in Business. **BSBWHS201** is the 'core' unit. If you are also studying Certificate II in IDMT or have previously completed Certificate I in Business, be sure to tell your trainer as you will be able to credit transfer this unit to your new course of study.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate I in Business. Assessment and training information is available at www.training.gov.au. Click on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

BSBWHS201	Contribute to health and safety of self and others <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
BSBITU211	Produce digital text documents <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
BSBITU213	Use digital technologies to communicate remotely <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
BSBWOR202	Organise and complete daily work activities <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
BSBIND201	Work effectively in a business environment <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
BSBWOR204	Use business technology <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
BSBCMM201	Communicate in the workplace

	<ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBITU312	Create electronic presentations <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBINN201	Contribute to workplace innovation <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBITU212	Create and use spreadsheets <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBINM201	Process and maintain workplace information <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBWOR203	Work effectively with others <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills

A CERTIFICATE II IN BUSINESS MAY LEAD TO A ROLE IN:



• CERTIFICATE I IN INFORMATION DIGITAL MEDIA & TECHNOLOGY

VOCATIONAL TRAINING AREA: Information & Communications Technology

COURSE CODE: ICT10115

QCE POINTS: 2

You will complete 6 units of competency to achieve Certificate I in IDMT.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate I in IDMT. Assessment and training information is available at www.training.gov.au. 'Ctrl+Click' on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

<u>ICTICT101</u>	Operate a personal computer <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT102</u>	Operate a word-processing application <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT103</u>	Use, communicate and search securely on the internet <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT104</u>	Use digital devices <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT105</u>	Operate spreadsheet applications <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT106</u>	Operate presentation packages <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>

A CERTIFICATE I IN IDMT MAY LEAD TO A ROLE IN:

- Data Entry
- Technicians & Trades
- Customer Service
- Accommodation & Food Services
- Community & Personal Service Work
- Clerical & Administrative Work



• COURSE OVERVIEW – CERTIFICATE II IN INFORMATION DIGITAL MEDIA & TECHNOLOGY

VOCATIONAL TRAINING AREA:	Information & Communications Technology
COURSE CODE:	ICT20115
QCE POINTS:	4

You will complete 14 units of competency to achieve Certificate II in IDMT. **BSBWHS201** is the 'core' unit. If you are also studying Certificate II in Business, or have previously completed a Certificate I in Business, be sure to tell your trainer, as you will be able to credit transfer this unit to your other course of study.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate II in IDMT. Assessment and training information is available at www.training.gov.au. 'Ctrl+Click' on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

<u>BSBWHS201</u>	Contribute to health and safety of self and others <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>BSBSUS201</u>	Participate in environmentally sustainable work practices <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT201</u>	Use computer operating systems and hardware <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT202</u>	Work and communicate effectively in an ICT environment <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT203</u>	Operate application software packages <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTICT204</u>	Operate a digital media technology package <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>ICTWEB201</u>	Use social media tools for collaboration and engagement

	<ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTICT205	Design basic organisational documents using computing packages <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTICT206	Install software applications <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTICT211	Identify and use basic current industry specific technologies <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTSAS202	Apply problem-solving techniques to routine ICT malfunctions <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTSAS203	Connect hardware peripherals <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTSAS206	Detect and protect from spam and destructive software <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
ICTSAS208	Maintain ICT equipment and consumables <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills

A CERTIFICATE II IN IDMT MAY LEAD TO A ROLE IN:



• **CERTIFICATE II IN MUSIC INDUSTRY**

VOCATIONAL TRAINING AREA: Creative Arts

COURSE CODE: CUA20615

QCE POINTS: 4

You will complete 8 units of competency to achieve Certificate II in Music Industry. *BSBWHS201 and BSBWOR203 are 'Core' units. If you have studied or are studying certificates in Business or IDMT, be sure to tell your trainer as you might be eligible for credit transfer.*

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate II in Music Industry. Assessment and training information is available at www.training.gov.au. Click on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. You will be enrolled in this course for one full-year.

<u>BSBWHS201</u>	Contribute to health and safety of self and others <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>BSBWOR203</u>	Apply basic communication skills <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>CUAIND201</u>	Plan skills development <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>CUAMPF101</u>	Use business equipment and resources <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>CUAMPF201</u>	Operate a personal digital device <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>CUASOU201</u>	Develop keyboarding skills <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
<u>CUASOU202</u>	Develop keyboarding skills <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills

- [Assessment requirements](#)
- [Unit of competency including foundation skills](#)

A CERTIFICATE II IN MUSIC INDUSTRY MAY LEAD TO A ROLE IN:

Sound Engineering

Producing

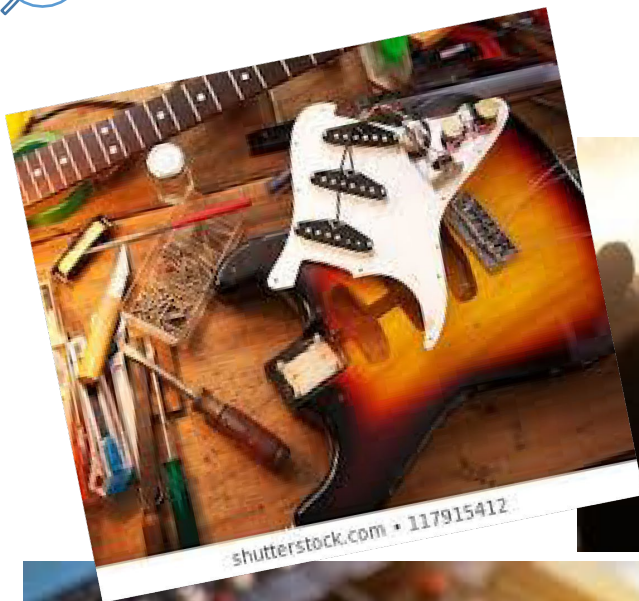
Song Writing

Performing

Repairing music technologies

Events management

Music retail



• CERTIFICATE II IN SELF-AWARENESS & DEVELOPMENT

VOCATIONAL TRAINING AREA: Self-awareness and Development

COURSE CODE: 10185NAT

QCE POINTS: 4

You will complete 12 units of competency to achieve Certificate II in Self-awareness & Development.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate II in Self-awareness & Development. Assessment and training information is available at www.training.gov.au. 'Ctrl+Click' on the links below to view information for each unit. This course is provided to CSDE through 'Blueprint Career Development'. This program has been developed to equip you with simple practical tools to grow through discovery and awareness. Completion of this course will be dependent on student ability to display the following units.

<u>SADTNK201</u>	Transform thinking habits <ul style="list-style-type: none">• Rewards for achievement• "What" to think vs "How" to think• "How to think" decision making• Roles in life• Check the performance and balance of your roles
<u>SADCOM201</u>	Identify learning styles and personality profiles to communicate effectively <ul style="list-style-type: none">• The four defining personality styles• Awareness of your strengths• Emotional expression in communication• Senses in learning and communicating
<u>SADEST201</u>	Make choices that develop self-esteem <ul style="list-style-type: none">• "Character-Building" choices• "Life-Foundation" choices• "Self-Care" choices• "Emotional-Needs" choices• "Self-esteem" choices
<u>SADGOL201</u>	Develop empowering beliefs and habits <ul style="list-style-type: none">• Develop winning habits• Choices for daily deliberate action• Journal writing and daily awareness checklist• Self-limiting beliefs and excuses• Re-frame limiting beliefs into empowering beliefs

<u>SADCHL201</u>	Deal with fears and challenges <ul style="list-style-type: none"> • Face your fears • Choose success “The Road Ahead” • Your “Road Map”
<u>SADCCT201</u>	Cultivate creative thinking <ul style="list-style-type: none"> • Rewards for achievement • Harness your intuition • Encourage the creative edge • Discovery “Road Map” of creative visualisation
<u>SADCVO201</u>	Create personal vision and opportunities <ul style="list-style-type: none"> • Inspire vision with the “Fantasy Tree” • The magic of words • Awareness of the turning points in life • Seize the opportunities
<u>SADCPO201</u>	Clarify purpose and overcome obstacles <ul style="list-style-type: none"> • Let your natural abilities shine • Clarify your purpose in life • Courage to broaden your comfort zone • Be prepared for the detours
<u>SADMGR201</u>	Define, monitor and reward goals <ul style="list-style-type: none"> • Criteria for setting goals and rewards • Discovery “Road Map” of creative goal planning • Create a realistic plan • Self-discipline quiz
<u>SADGOL202</u>	Manage time with balance and self-discipline <ul style="list-style-type: none"> • The “Weekly Time Chart” • Effective time management tips • Identify the time stealers • Balance goals with life’s roles
<u>SADBPR201</u>	Build positive relationships <ul style="list-style-type: none"> • Connect with others using the “6-Step Model” • Tips for building positive relationships • Map your relationships • Plan for success in interviews
<u>SADCOM202</u>	Present with positive praise and critique <ul style="list-style-type: none"> • Discovery “Road Map” of passionate focus • Presentation skills • Positive praise and critique • Critiques and self-evaluation • Your “Road Map”

• COURSE OVERVIEW – CERTIFICATE I IN SKILLS FOR VOCATIONAL PATHWAYS

VOCATIONAL TRAINING AREA: Foundation Skills

COURSE CODE: FSK10219

QCE POINTS: 2

You will complete 11 units of competency to achieve Certificate I in Skills for Vocational Pathways.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate I in Skills for Vocational Pathways. Assessment and training information is available at www.training.gov.au. 'Ctrl-Click' on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

<u>FSKLRG008</u>	Use simple strategies for work-related learning <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>FSKNUM004</u>	Use basic and familiar metric measurements for work <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>FSKNUM008</u>	Use whole numbers and simple fractions, decimals and percentages for work <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>FSKNUM009</u>	Use familiar and simple metric measurements for work <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>FSKDIG002</u>	Use digital technology for routine and simple workplace tasks <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>
<u>FSKLRG004</u>	Use short and simple strategies for work-related learning <ul style="list-style-type: none">• <u>Assessment requirements</u>• <u>Unit of competency including foundation skills</u>

<u>FSKOCM003</u>	Participate in familiar spoken interactions at work <ul style="list-style-type: none"> • <u>Assessment requirements</u> • <u>Unit of competency including foundation skills</u>
<u>FSKRDG004</u>	Read and respond to short and simple workplace information <ul style="list-style-type: none"> • <u>Assessment requirements</u> • <u>Unit of competency including foundation skills</u>
<u>FSKWTG008</u>	Write routine workplace texts <ul style="list-style-type: none"> • <u>Assessment requirements</u> • <u>Unit of competency including foundation skills</u>
<u>SIRXWHS001</u>	Work Safely <ul style="list-style-type: none"> • <u>Assessment requirements</u> • <u>Unit of competency including foundation skills</u>
<u>SIRXIND003</u>	Organise personal work requirements <ul style="list-style-type: none"> • <u>Assessment requirements</u> • <u>Unit of competency including foundation skills</u>



• CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

VOCATIONAL TRAINING AREA: Foundation Skills

COURSE CODE: FSK20119

QCE POINTS: 4

You will complete 14 units of competency to achieve Certificate II in Skills for Work and Vocational Pathways.

COMPETENCIES FOR COMPLETION

The following units of competency are completed in Certificate II in Skills for Work and Vocational Pathways. Assessment and training information is available at www.training.gov.au. 'Ctrl-Click' on the links below to view detailed information for each unit. **Assessment requirements** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. **Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. Depending on your situation and previous experience, you may be enrolled in this course for one semester or for a full-year.

FSKLRG011	Use routine strategies for work-related learning <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
FSKDIG003	Use digital technology for non-routine workplace tasks <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
FSKLRG009	Use strategies to respond to routine workplace problems <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
FSKLRG010	Use routine strategies for career planning <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
FSKLRG018	Develop a plan to organise routine workplace tasks <ul style="list-style-type: none">• Assessment requirements• Unit of competency including foundation skills
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work

	<ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
FSKOCM005	Use oral communication skills for effective workplace presentations <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
FSKOCM007	Interact effectively with others at work <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
FSKRDG008	Read and respond to information in routine visual and graphic text <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
FSKWTG008	Complete routine workplace formatted texts <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBSMB201	Identify suitability for micro business <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
BSBCUS201	Deliver a service to customers <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills
SIRXWHS002	Contribute to workplace health and safety <ul style="list-style-type: none"> • Assessment requirements • Unit of competency including foundation skills

DISCLAIMER: While the data is considered to be **true** and **correct** at the **date of publication**, changes to circumstances after the **time of publication** may impact on the accuracy of this information. The Data may change without notice and the RTO is not liable for the accuracy of any **information** printed or stored by a user.