PALM BEACH
CURRUMBIN
STATE HIGH

Senior School
Subject Selection Guide
2023

172142

Table of Contents

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.

Queensland Certificate of Education (QCE)

All Year 11 and 12 students at PBC SHS, with the exception fo those working towards a QCIA, are expected to work towards and gain a Queensland Certificate of Education (QCE) at the end of their senior schooling. This 'Year 12' QCE certifies that a student has met the minimum requirement of 20 points of study in an approved pattern.

A full record of study, in the form of a statement of results, will be issued along with the QCE qualification, in December after the student meets the requirements.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA), used for individuals who require learning adjustments, 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.

Australian Tertiary Admission Rank (ATAR) eligibility

Some students, dependent on their pathway will be eligible for an Australia Teritiary Admission Rank (ATAR). The ATAR is used to gain entry to University. The calculation of the ATAR will be based on a student's:

- best five General subject results; OR
- best four General subject results + VET Certification or Applied Subject result
- due to the low scaling scores for Applied subjects and VET courses in the 2021 ATAR calculations it is highly recommended that all ATAR students complete 5 General subjects for ATAR calculations.

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. PBC requires ATAR students to complete either General English or Literature

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.

Introduction to Senior Pathways at PBC

At Palm Beach Currumbin SHS students have access to 2 pathways in Year 11 and 12

- ATAR or
- Personalised

Student results at the end of Semester 1 of Year 10 determine the pathway options available to students. Each student will receive an individual SET Plan form indicating their pre-determined pathway.

ATAR Pathway

This pathway is for students who intend to study at University. The ATAR student is a diligent and dedicated academic student who aims to get the best possible result in each class. They are capable of independent study, revision and research. They are also willing to undertake 5 or more external examinations worth up to 50% of their subject result at the end of Year 12.

Criteria:

Where a student has received their SET Plan form with the pathway ATAR indicated and they wish to undertake this pathway they must comply with the following rules:

- Students must select a total of 6 subjects
- Students must select 5 or 6 ATAR subjects
- Students must select General English (and/or Literature where applicable)
- For a student to select Mathematical Methods or Specialist Mathematics they must have achieved at least a B10 in Year 10 Maths
- Students can only complete one VETIS course at school (this does not include a school based traineeship(SAT) or a fee for service VET course).

Personalised Pathway

This pathway is personalised to meet the needs of the individual student and has a focus on building the student's levels of training and qualifications. This pathway will also provide students with an option to allow them to study some University courses, enter straight into the workforce or further training post school.

Criteria:

Where a student has received their SET Plan form with the pathway 'Personalised' indicated they must comply with the following rules:

- Students must select a total of 6 subjects
- Students must study an English and a Math subject at the level recommended or below
- Students may enrol in a maximum of 3 General subjects
- Students should complete a VET course, preferably certificate III, IV or Diploma (this is likely to provide a pathway for tertiary study). While more than one VET Course may be undertaken students can only undertake one VETis funded (government subsidised) course.
- Students should consider undertaking a school based traineeship (all traineeships include a Certificate III course)

Examples of ATAR Programs:
Students must pass Units 1-4

SUBJECT	QCE Points
Mathematical Methods	4
General English	4
Chemistry	4
Health	4
Economics	4
Sports Excellence Soccer	4
TOTAL = 24 QCE Points	

SUBJECT	QCE Points
General Mathematics	4
General English	4
English Literature	4
Philosophy and Reason	4
Ancient History	4
Diploma of Business	8
TOTAL = 28 QCE Points	

Examples of Personalised Programs:
Students must pass Units 1-4

Subject	QCE points
Essential Maths	4
General English *	4
Tourism	4
Cert III Fitness *	8
Dance	4
Dance Excellence	4
Total = 28 QCE points	

** Note this personalised student is likely to still have the alibility to enter University as they have studied General English and a Certificate III.*

Subject	QCE points
Essential Maths	4
Essential English	4
Industrial Technology Skills	4
Industrial Graphics	4
Certificate II Engineering	4
Recreation Studies	4
Traineeship- Outside of school	8
Total = 32 QCE points	

Introduction to subject categories

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.

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

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

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

- Timetables VET subjects
- Via a range of external registered training organisations (RTOs) that offer approved VET courses
- School-Based apprenticeships or traineeships.

General Subject Course Structure

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 Subject Course Structure

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 Subject Guide

English

General

General English
Literature

Applied

Essential English

Mathematics

General

General Mathematics
Mathematical Methods
Specialist Mathematics

Applied

Essential Mathematics

Health and Physical Education

General

Food & Nutrition
Health
Physical Education
Psychology

Applied

Sport & Recreation

Humanities

General

Ancient History
Business
Economics
Geography
Legal Studies
Modern History
Philosophy & Reason
Spanish

Applied

Business Studies
Social & Community Studies
Tourism

Science

General

Biology
Chemistry
Marine Science
Physics

Applied

Aquatic Practices

Technologies

General

Design
Digital Solutions
Engineering

Applied

Industrial Graphics Skills
Industrial Technology Skills

The Arts

General

Dance
Drama
Film, Television & New Media
Music
Visual Art

Applied

Drama in Practice
Hospitality Practices
Media Arts in Practice
Visual Arts in Practice

Excellence

Creative Arts Excellence

Applied

Dance Excellence
Drama Excellence
Music Excellence

Sport Excellence

Applied

VET Subjects

Certificate I Construction
Certificate II Metals & Engineering
Certificate II Engineering / Certificate III Aviation (Drones)
Certificate II Kitchen Ops /Certificate III Hospitality
Certificate III Fitness
Certificate III Health Services
Certificate IV Crime and Justice
Diploma of Business

English

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

Assessment

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

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

Summative assessments

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

Literature

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

Essential English

Applied senior subject

Applied

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 • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

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

Mathematics

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 • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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 • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • 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** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • 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): • 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			

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, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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 • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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 • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • 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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

HPE

Food & Nutrition

General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering commercial concepts of food marketing, waste management, sustainability and food protection.

Students explore the properties of food and nutrients to create solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

Health

General senior subject

General

Health provides students with an opportunity to investigate and engage in sustainable health change at personal, peer, family and community levels.

Students will investigate broad health topics including resilience, alcohol use, anxiety and relationships. They will design action to impact health of themselves and others.

Students will also engage in purposeful self development, building their own identity and connection with others.

Pathways

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

Objectives

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

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

Structure

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

Health camps

A camp in each year level where students will experience an adventure based rites of passage program. Each camp is over 3 days and 2 nights. Year 11 camp is based at the Currumbin Farm School campus, year 12 camp is trekking through Numinbah Valley.

Formative assessments

Unit 1		Unit 2	
• Investigation —analytical exposition Students will investigate relationships experienced by PBC year 12 students and identify needs that will arise in the post-schooling transition.	25 marks	• Investigation – action research Students will investigate the impact of peer or family relationships on adolescent decisions and behaviours related to alcohol. Students will then develop, implement and evaluate an innovation to address one of those influences.	25 marks
		• Examination — extended response Students will analyse an unseen stimulus to identify determinants within a community that influence action addressing alcohol.	25 marks

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research Students will investigate the impact of community relationships on adolescent decisions and behaviours related to anxiety. Students will then develop, implement and evaluate an innovation to address one of those influences.	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition Students will investigate relationships experienced by PBC year 12 students and identify needs that will arise in the post-schooling transition. Students will evaluate two innovations, and recommend one for implementation into the PBC community.	25%
Summative internal assessment 2 (IA2): • Examination — extended response Students will analyse an unseen stimulus to identify determinants within a community that influence action addressing anxiety. Students will then predict how their innovation (from IA1) or an alternate unseen innovation will uptake in the community.	25%	Summative external assessment (EA): • Examination Students will analyse an unseen stimulus to respond to two questions. Question 1 will align to a context analysis. Question 2 will align to a diffusion of a health promotion innovation.	25%

Physical Education

General senior subject

General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' physical perofrmance in authentic performance contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. This allows students to optimise their engagement and performance in a range of physical activities as they develop an understanding of scientific aspects that influence performance.

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

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

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

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a tennis. • Functional anatomy and biomechanics integrated with tennis.	**Sport psychology, equity and physical activity** • Sport psychology integrated with volleyball • Equity — barriers and enablers integrated with a variety of sport and recreational activities.	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with Touch • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated aquathlon (3km run + 400m swim)

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 (IA2): • Investigation — report Students will investigate an ethical dilemma and devise a plan to address the dilemma.	25%	Summative internal assessment 3 (IA3): • Project — folio Students will analyse their personal performance in Aquathlon through training principles, presented as a multimodal. Students will evaluate their personal Aquathlon performance	30%
Summative internal assessment 2 (IA1): • Project — folio Students will analyse their personal performance of Touch through tactical awareness, presented as a multimodal. Students will evaluate their personal Touch performance.	20%	Summative external assessment (EA): • Examination — combination response	25%

Psychology

General senior subject

General

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

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

Pathways

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

Objectives

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

- describe 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
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science – research and data analysis • The role of the brain • Cognitive development • Human consciousness	**Individual behaviour** • Psychological science - research and data analysis • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Psychological science - research and data analysis • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Psychological science - research and data analysis • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test – Students will provide short responses to questions on research and results of research</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation – Students will develop a research question from a provided claim. Students will review research to respond to both the research question and the claim.</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment – Students will modify a research study, implement the modification, collect results and evaluate both the results and the methodology.</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Sport & Recreation

Applied senior subject

Applied

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

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

Students are involved in a range of sport and recreational activities including lifesaving, team sports, racquet sports, modified games, beach sports and surfing.

Note: Swimming ability is a critical pre-requisite to this subject. On two occasions students will be tested on their ability to complete a 400 metre swim within a set time limit.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
Module 1 • Lifesaving **Module 2** • Safety and injury prevention in aquatic recreation	**Module 3** • Sports tournament **Module 4** • Canoeing skills	**Module 5** • Beach games and activities **Module 6** • Surfing	**Module 7** • Coaching a modified sport **Module 8** • Strategies in tennis

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance* (Beach games)	25%	Summative internal assessment 3 (IA3): • Project — folio Students will plan, implement and evaluate coaching sessions for a modified sport. Students will engage and perform in the developed modified sports.	30%
Summative internal assessment 2 (IA2): • Performance* (surfing)	20%	Summative internal assessment 4 (IA4): • Examination — combination response	25%

* Evidence must include annotated records that clearly identify the application of standards to performance.

Humanities

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 historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** • Hatshepsut • Alexander the Great	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • Early Imperial Rome	**People, power and authority** Schools choose one study of power from: • Ancient Rome — Civil War and the breakdown of the Republic

Unit 1	Unit 2	Unit 3	Unit 4
			QCAA will nominate one topic that will be the basis for an external examination from: • 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): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

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 • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • 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 • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

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 • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History

General senior subject

General

Modern History 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, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799	**Movements in the modern world** • Anti-apartheid movement in South Africa, 1948–1991	**National experiences in the modern world** • The Making of Modern China, 1931–1976	**International experiences in the modern world** • Terrorism, anti-terrorism and counter-terrorism since 1984
• Australian Frontier Wars, 1788–1930s	• Independence movement in Vietnam, 1945–1975	• The Creation of Israel, 1948–1993	• Australian and the Vietnam War 1962–1975

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Philosophy & Reason

General senior subject

General

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility. In addition, collaboration and communication skills are developed.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** • Philosophy of religion • Philosophy of science	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): • Extended response — analytical essay	25%	Summative external assessment (EA): • Examination — extended response	25%

Spanish

General senior subject

General

Spanish provides students with the opportunity to reflect on their understanding of the Spanish 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 Spanish-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 Spanish 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 Spanish 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 Spanish 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 Spanish.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo **My world** • Family/carers and friends • Lifestyle and leisure • Education	**La exploración de nuestro mundo** **Exploring our world** • Travel • Technology and media • The contribution of Spanish culture to the world	**Nuestra Sociedad** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mi futuro** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	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%

Business Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	• Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining	• Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

Assessment

For Business 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:

- at least one project
- no more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	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: • 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: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

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	
• 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	• The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure	• 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: • 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: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

Tourism

Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

☑ Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

- By the conclusion of the course of study, students should:
- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
Tourism as an industry	Technology and tourism	Tourism marketing
The travel experience	Forms of tourism	Types of tourism
Sustainable tourism	Tourist destinations and attractions	Tourism client groups

Assessment

For Tourism, 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
- 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: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	60–90 minutes 50–250 words per item

Science

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 • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Marine Science

General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, 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
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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 natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Aquatic Practices

Applied senior subject

Applied

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

Students 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.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning 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.

Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

Areas of study	Core topics	Elective topics
Environmental	• Environmental conditions • Ecosystems • Conservation and sustainability	• Citizen science

Areas of study	Core topics	Elective topics
Recreational	• Entering the aquatic environment	• Aquatic activities
Commercial	• Employment	• Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	• Cultural understandings	• Historical understandings
Safety and management practices	• Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices	

Assessment

For Aquatic 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	Investigation	Extended response	Examination	Performance
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.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: • 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: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item	• performance: continuous class time to develop and practice the performance.

Technology

Design

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

In Units 3 and 4 students complete four summative assessments. 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 — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Engineering

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy	**Statics of structures and environmental considerations** • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	**Machines and mechanisms** • Machines in society • Materials • Machine control

Assessment

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

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

Summative assessments

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

Industrial Graphics Skills

Applied senior subject

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pathways

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

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Drafting processes	• Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a technical drawing (which incldues a model) component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Industrial Technology Skills

Applied senior subject

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical

Core topics	Industry area	Elective topics
	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

The Arts

Dance

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Film, Television & New Media

General senior subject

General

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Students analyse the features of an auteur's work. • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** Students examine the features of Hollywood genre films. • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** Students analyse the way modern TV shows engage an audience through interactivity. • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** Students examine the structure and features of experimental film. • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

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

Music

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Drama in Practice

Applied senior subject

Applied

Prerequisites

Whilst a pre-requisite study is encouraged, Drama in Practice offers students a welcoming entry into applied study of the dramatic arts.

Course Overview

This course is an industry focused and applied iteration of the subject of Drama. The focus of the course being on training participants in the performance skills and industry understanding necessary for a hobbyist, tertiary or industry pathway in Drama. The curriculum and learning experiences are presented in an accessible way to be inclusive of diverse students, from diverse backgrounds of prior learning.

The course will see students engage with conceptual and creative problem solving, engaging in collaborative learning and highly practical learning experiences.
Students can expect to cover a wide breadth of subject matter, including performance, devising, Playbuilding, set design and costume design experiences being offered within the course of study.

Course Outline

The course follows the four (4) semester structure of Study Area Specification (SAS) courses, with a dual focus on enhancing students' performance skills and production skills. Students will produce at least one class showcase each year and will explore the different career avenues within the production trajectory of the performing arts.

Assessment Outline

Unit 1 – Theatre for a New Age	Unit 1 – Community Theatre; Bridging the Gaps
Project task: - Devised performance - Written Artistic Vision	**Performance Task:** - Community performance of a prescribed text. **Written Responding Task:** - Viewing and reviewing live theatre performance.
Unit 2 – Sustainable Theatre Design	**Unit 3 – Scene Sessions**
Project Task: - Sustainable Theatre costume or stage design model – 3D. - Design Brief.	**Project Task:** - Performance of contemporary Australian Theatre Extracts for a community audience. - Written Artistic Visions.
Unit 3 – Finding our Roots; Community Theatre	**Unit 4 – Staging our Stories: Designing for Production**
Performance Task: - Devised performance for community members.	**Project Task:** - Stage and Lighting Design for a prescribed stage production. - A 3D Diorama of a Stage Design - A 3D Render of a lighting state concept.

Equipment: As per the Subject Requirement List which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Costs: See 2023 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. Whilst in most cases these are covered by course fees, they may attract additional costs.

Hospitality Practices

Applied senior subject

Applied

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

Pathways

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

Objectives

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

- Explain concepts and ideas from the food and beverage sector
- Describe procedures in hospitality contexts from the food and beverage sector.
- Examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- Apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Use language conventions and features to communicate ideas and information for specific purposes.
- Plan, implement and justify decisions for events in hospitality contexts
- Critique plans for, and implementation of, events in hospitality contexts
- Evaluate industry practices from the food and beverage sector.

Structure

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Food and beverage service.

Assessment

Project	Extended Response	Examination

This technique assesses a response to a single task, situation or scenario	This technique 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.
• Written - 500–900 words • Spoken – 2½ – 3½ minutes • Multi-modal - 3–6 minutes	• Written - 600–1000 words • Spoken - 3–4 minutes • Multimodal - 4–7 minutes	• 60–90 minutes • 50–250 words per item

Media Arts in Practice

Applied senior subject

Applied

Prerequisites:

An interest in learning more about screen and media industries is required. It is also recommended that you achieve a C in English in Year 10.

Course Overview

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight. Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

- Identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

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 four summative internal assessments. Students undertake a variety of assessment tasks which may include the following:

Unit 1	Unit 2	Unit 3	Unit 4
Formative internal assessment 1 (FA1): • Project – extended written and product	Formative internal assessment 3 (FA3): • Project – extended written and product	Summative internal assessment 1 (IA1): • Project – extended written and product	Summative internal assessment 3 (IA3): • Project – extended written and product
Formative internal assessment 2 (FA2): • Product	Formative internal assessment (FA4): • Product	Summative internal assessment 2 (IA2): • Product	Summative internal assessment (IA4): • Product

Course Outline

Unit 1	Unit 2	Unit 3	Unit 4
Podcasting Students plan, record and edit a podcast on a subject of their choice. They develop an artwork for the identification and promotion of their podcast. • Media technologies • Media communications • Media in society	**Promotion** Students choose a client and create a range of promotional products for them, including a website design, print product and moving image media product (e.g. 30 second social media ad) • Media technologies • Media communications • Media in society	**Short Film** Students choose a short film festival and create proposal for a short film suitable for entry. Students then film and editing the project and create a poster to promote the film at the festival. • Media technologies • Media communications • Media in society	**Documentary** Students create a proposal for a documentary on a subject of their choice. They then work to film and edit their documentary. • Media technologies • Media communications • Media in society

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.

Students will create a range of artworks including drawing, painting, ceramics, lino-printing, sculpture, design etc.

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

Structure

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

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 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.	A technique that assesses the application of idenified 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: • a product component: variable conditions • at least one different component from the following written: 500–900 words spoken: 2½–3½ minutes multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

Creative Arts Excellence

Course Overview

This program is designed to meet the needs of students at an advanced level of practical ability in the areas of Dance, Music, (Year 7 – 12), Drama (Year 9 – 12) Visual Arts (Year 8 – 10) and Film and Media (Year 9- 10). The program is an innovative response to the need for focused arts learning at a higher level than current programs offer, with direct links to the arts and entertainment industries.
Students wishing to apply for the program must complete a trial through audition and/or interview, demonstrating their capacity and potential in the specific Creative Arts field. Learning experiences within the courses include: scheduled workshops, extended rehearsal/production time allocation, preparation for professional auditions, folio preparation, links to industry and further education and numerous performance and production opportunities.

Prerequisites

All eligible students will have demonstrated a high level of artistic ability. Students may also only enrol in one excellence subject. In Year 11, students in Music Excellence only, will be required to enrol in the parent subject, attached to the excellence course.

Assessment Outline

Students will be expected to complete a variety of solo, small group and whole-class performance and production works as well as critiques of industry standard works. As well as the development of curricular works, students will also be expected to contribute to both school extra-curricular and representative works, such as band and choral groups, school musical dance teams and regional / state / national showcases.

Subject Costs: See 2023 Schedule of Fees.

Dance Excellence

Applied senior subject (Dance in Practice)

Applied

Prerequisites

Experience in the area of Dance is essential and students should be achieving at a B standard for Year 10 in the parent subject, Dance. Entry will only be accepted through successful audition and application processes.

For further information, please consult the Creative Arts Excellence Information kit.

It is advisable that students have private tuition to complement the school learning.

It is advisable students have achieved at a C standard in Year 10 English.

Course Overview

This subject is an extension of the subject Senior Dance and focuses on the area of performance at a higher level. Students will perform in a variety of solo and ensemble settings, engage in workshops with guest artists and present public performances throughout the year. There is a requirement for workshops, rehearsals and performances outside of class time.

The class may consist of students from different year levels; therefore the quota for each grade may be limited.

Course Outline

Semester 1	Semester 2
• Dance performance 1 • Collaborations 1 (project)	• Creations 1 (Product) • Pathways (Extended Written Response)
Semester 3	**Semester 4**
• Dance Night Review (Extended Written response • Dance Performance 2	• Collaborations 2 (Project) • Creations 2 (Product)

Assessment Outline

Students are assessed progressively throughout the two-year course. Practical and theory assessment will be included in the course, with extra weighting on the areas of performance.

Equipment: As per Subject Requirement lists which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Costs: See 2023 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.

Drama Excellence

Applied senior subject (Drama in Practice)

Applied

Prerequisites

Experience in the area of Drama is essential and students should be achieving at a B standard or higher for Year 10 in the parent subject, Drama. Entry will only be accepted through successful audition and application processes. For further information, please consult the Creative Arts Excellence Information kit.
Students must be highly motivated and work well individually and as part of a group.
Workshops, rehearsals and performances (organised by the school) outside of class time are required.

Course Overview

This course is an extension of the subject of Drama and focused specifically on training participants in the performance skills and industry understanding necessary for a hobbyist, tertiary or industry pathway in Drama. Its curriculum and learning experiences are presented at a much higher level than that of the mainstream subject area.

The overarching focus of the course is to allow participants to develop skills that reflect real world practices in the areas of performance, production and to develop industry currency. Engagement within the course also provides opportunities for students to develop a folio of work that can also be used to gain entry into University, TAFE or shown to prospective employers.

Course Outline

The course follows the four (4) semester structure of Study Area Specification (SAS) courses, with a dual focus on enhancing students' performance skills and production skills. Students will produce at least one class production each year, have training in various acting styles, conceptualise production elements such as costume design and stage design. They will also participate in field trips and workshops working alongside industry experts and practitioners.

Assessment Outline

Unit 1 Theatre for a New Age	Unit 1 Community Theatre; Bridging the Gaps
Project task: - Devised performance - Written Artistic Vision	**Performance Task:** - Community performance of a prescribed text. **Written Responding Task:** - Viewing and reviewing live theatre performance.
Unit 2 **Sustainable Theatre Design**	**Unit 3** **Scene Sessions**
Project Task: - Sustainable Theatre costume or stage design model – 3D. - Design Brief.	**Project Task:** - Performance of contemporary Australian Theatre Extracts for a community audience. - Written Artistic Visions.
Unit 3	**Unit 4**

Finding our Roots; Community Theatre	Staging our Stories: Designing for Production
Performance Task: - Devised performance for community members.	**Project Task:** - Stage and Lighting Design for a prescribed stage production. - A 3D Diorama of a Stage Design - A 3D Render of a lighting state concept.

Equipment: As per the Subject Requirement List which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Costs: See 2023 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. Whilst in most cases these are covered by course fees, they may attract additional costs.

Music Excellence

Applied senior subject

Applied

Year 11 subject only

Prerequisites

Experience in the area of Music is essential and students should have achieved at a B standard or higher for Year 10 in the parent subject, Music. Entry will only be accepted through successful audition and application processes, or continued enrolment from Year 10 Music Excellence. (For further information, please consult the Creative Arts Excellence information kit).

It is advisable that students have a good grasp of language skills (both written and spoken) and achieved at least a C standard in Year 10 English.

Students choosing year 11 Music Extension will be required to also enrol in the mainstream parent subject, Music.

Course Overview

This course is an extension of the mainstream Music subject and focuses on the students' area of choice (Performance, Composition or Musicology) at a higher level. Students will have opportunities to perform or showcase their works in a variety of solo and ensemble settings. Students will get the opportunity to engage in workshops with guest artists and music specialists. There is a requirement for workshops, rehearsals and performances outside of class time.

Students must specialise in a particular instrument or voice, or in composing or musicology.

Course Outline

Year 11	
Module 1: Music for Others Assessment: • Product (composition) • Project	**Module 2: Music for life (careers in music)** Assessment: • Investigation (written / spoken / multimodal) • Performance
Module 3: The Future is Now Assessment: • Investigation (written / spoken / multimodal) • Product (composition)	**Module 4: Starbound** Assessment: • Project • Performance

Equipment:
As per the Subject Requirement Lists which can be downloaded from our website at www.pbc-shs.eq.edu.au. Students are expected to have private lessons on their chosen instrument.

Subject Costs:
See 2023 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional costs.

Sports Excellence

Applied senior subjects

Applied

Prerequisites

Students will only retain their position by continuing to meet the requirements of their chosen sport and their school subjects. Progression from Year 10 into Year 11 Sports Excellence is not automatic. To continue in the program, school and sport selection criteria must be met each year.

Course Overview

Sports Excellence is a selective program designed for gifted and talented students who demonstrate advanced ability/considerable potential in one of PBC's targeted sports. It is an opportunity for students to pursue sporting excellence in a supportive educational environment.

Targeted Sports

- AFL Boys and Girls
- Basketball Boys and Girls
- Kayak and Surf League Boys and Girls
- Netball Girls
- Rugby League Boys
- Soccer Boys and Girls
- Surfing Boys and Girls
- Tennis Boys and Girls
- Touch Football Girls
- Track Boys and Girls

Course Outline

Module 1 / 5– Preparation for Performance	Module 2 / 6– Coaching to Improve Performance
PRACTICAL	
• Key Skill and fitness indicators. • Program Development	• Specialised • Skill and fitness development • Competition strategies
THEORY	
• Theory of coaching principles • Demonstration of group / individual management strategies	• Coaching of Skill development • AIS Mental skill on line modules
Module 3 / 7– Evaluating Performance	**Module 4 / 8– Competition and Performance**
PRACTICAL – Term cycle may change from sport to sport	
• Fitness peaking • Skill under pressure • Specialised tactics	• Major skill/fitness challenges addressed • Cross training
THEORY - Theory completed as field and/or class studies	
• Sports Psychology • ASADA Anti - doping Level 1	• Performance evaluation • Athletic profile adjustment

Assessment Outline

Assessment is based on practical and theoretical work completed each term during the program.

- Sports specific fitness
- Skill development
- Plan and implementation of Coaching session
- Event/Game Strategy
- Training and Conditioning Practice
- Evaluation of personal performance and SPX program

Equipment

Each sport has a compulsory specified uniform. Refer to the Subject Requirement list at www.pbc-shs.eq.edu.au

Costs: See 2023 Schedule of Fees. It is expected that students will attend several competitions during the course that may attract additional costs.

VET

Certificate I Construction

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**3**

Subject Faculty: Technology
Qualification: CPC10120 Certificate I in Construction
RTO: TAFE Queensland (RTO Code 0275)
Duration: 2 Years

Subject type	**VET qualification**
Qualification description:	CPC10120 Certificate I in Construction is a nationally recognised qualification designed to give students an introduction to the construction industry. Students will gain skills and knowledge in the areas of construction materials, tools and equipment, reading and interpreting plans, carrying out measurements and calculations, undertaking a relevant basic construction project. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland. Career pathways and opportunities in the building and construction industry include: • Bricklayer • Painter • Shopfitter • Carpenter, • Roof tiler • Stonemason • Floor coverer • Plasterer • Tiler
Entry Requirements:	There are no entry requirements however it would be beneficial (though not compulsory) for students to have studied Industrial Skills, Technics or Graphics in Year 10.
Qualification Packaging Rules:	Total units = 11 (8 Core Units + 3 Elective Units)
Core units:	
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCCM2004	Handle construction materials *(pre-requisite unit: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry)*
CPCCCM2005	Use construction tools and equipment *(pre-requisite unit: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry)*
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCCM1011	Undertake basic estimation and costing
CPCCVE1011	Undertake a basic construction project *(pre-requisite unit: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry)*
Elective units selected by the school:	
CPCCOM1015	Carry out measurements and calculations
CPCCOM1014	Conduct workplace communication
CPCCOM2001	Read and interpret plans and specifications *(pre-requisite unit: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry)*

Learning Experiences:	A range of teaching and learning strategies will be used to deliver the units. These include: • Practical tasks • Activities in simulated work environments • Theory activities • Work placements where possible
Assessment:	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Pathways:	There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship in a specialist construction or furnishing area of choice (Certificate III). Students may receive credit for relevant competencies towards a related apprenticeship.
Further information:	Contact the HOD of Technology on 07 5525 9333. For information regarding support services and other general VET information, students will be provided with access to a VET Service Agreement prior to enrolment.
Service agreement:	This is a two-year course. TAFE Queensland (RTO Code 0275) and Palm Beach Currumbin State High School have entered into a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Palm Beach Currumbin State High School will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion. The school will provide the student with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

Equipment: As per the Subject Requirement lists which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Costs: This course is VETis funded and has no cost to students that have not accessed their VETis funding

Certificate II Engineering

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**4**

Subject Faculty: Technology
Qualification: MEM20413 Certificate II in Engineering Pathways
RTO: TAFE Queensland (RTO Code 0275)
Duration: 2 Years

Subject type	**VET qualification**
Qualification description:	**MEM20413 Certificate II in Engineering Pathways** is a nationally recognised qualification designed to give students an introduction to an engineering or related working environment. This course will provide you with basic skills to operate tools and equipment to produce or modify objects. Career pathways in the manufacturing and engineering industry include: • Fitter & turner • Metal fabrication worker • Machinist • Welder • Machinist • Moulder • Locksmith • Patternmaker
Entry Requirements:	There are no entry requirements however it would be beneficial (though not compulsory) for students to have studied Industrial Skills, Technics or Graphics in Year 10.
Qualification Packaging Rules:	Total units = 12 (12 Core Units) • 4 core units of competency • 8 elective units of competency
Core units:	
MEM13014A	Apply principles of occupational health and safety in the work environment
MSAENV272B	Participate in environmentally sustainable work practices
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
Elective units:	
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MSAPMSUP106A	Work in a team
MEMPE001A	Use engineering workshop machines
Learning Experiences:	A range of teaching and learning strategies will be used to deliver the units. These include: • Practical tasks • Activities in simulated work environments • Theory activities • Work placements where possible
Assessment:	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the

	workplace. Therefore, no levels of achievement are awarded. Assessment methods include: • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Pathways:	This qualification prepares students to perform a range of engineering manufacturing tasks and demonstrate fundamental operational knowledge working under direct supervision. The skills achieved will enhance the prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.
Further information:	Contact the HOD of ITD on 07 5525 9333. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.
Service agreement:	This is a two-year course. TAFE Queensland (RTO Code 0275) and Palm Beach Currumbin State High School have entered into a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Palm Beach Currumbin State High School will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion. The school will provide the student with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

Equipment: As per the Subject Requirement lists which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Cost: This course is VETis funded and has no cost to students that have not accessed their VETis funding

Certificate II Engineering/Certificate III Aviation (Remote Pilot- Build and Fly Drones)

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**4/6**

Subject Faculty: Technology
Qualification: MEM20143 Cert II in Engineering Pathways/AVI30419 Cert III in Aviation (Remote Pilot)
RTO: Skills Generation RTO 41008
Duration: 2 Years

Qualification description:	**Build and fly a drone** Skills Generation's offering of the Certificate II in Engineering Pathways is forward thinking and aims to educate students about emerging and increasingly more prominent technologies. This course focuses not only on the future and ensuring students are prepared for the changing landscape of engineering and manufacturing fields, but also focuses on these disciplines' roots. The Certificate II in Engineering Pathways qualification firstly lays the groundwork, introducing students to the foundations of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, proper welding technique etc. – before having students then apply this foundational knowledge in a variety of projects including the construction of their own individual drone. Students who successfully complete the Certificate II in Engineering Pathways are eligible to enrol and undertake the Certificate III in Aviation (Remote Pilot) as a follow-on course. Students will learn to effectively fly drones whilst undertaking this course. This qualification has been written in consideration of Civil Aviation Safety Authority (CASA) regulations to ensure students are provided with the most up to date knowledge on how to safely, responsibly, and compliantly fly their drone to adhere to these regulations. Students will also be eligible to apply for their CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) through this course.
Entry Requirements:	There are no prerequisites for this course but students must undertake LLN (language, literacy and numeracy) testing
Qualification Packaging Rules:	12 units + 14 units = 26 units total Students need to complete the Certificate II in Engineering Pathways in Year 11 in order to progress into the Certificate III in Aviation in Year 12.
Certificate II in Engineering Pathways Core units:	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools

MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team
Certificate III in Aviation (Remote Pilot) Core units:	
AVIF0021	Manage human factors in remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIW0028	Operate and manage remote pilot aircraft systems
AVIH0006	Navigate remote pilot aircraft systems
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)
AVIE0003	Operate aeronautical radio
Assessment:	The course contains both theory and practical assessments on a unit by unit basis. Theory assessments are open-book, comprising of multiple choice and short answer questions.
Pathways:	Trade, Aviation and Engineering industries. This completion of these courses are gives students an automatic ATAR ranking of 68 (OP conversion: 14)
Further information:	Contact the HOD of Technology on 07 5525 9333. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.
Service agreement:	These are two courses delivered together over two years. The RTO and the partner organisation, Palm Beach Currumbin State High, guarantee that the student will be provided with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment.This information is correct at time of publication but subject to change.

Equipment: As per the Subject Requirement lists which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Cost:
Certificate II in Engineering Pathways is VETis funded and has no cost to students that have not accessed their VETis funding
Certificate III in Aviation - **$140**

Certificate II Kitchen Operations /Certificate III Hospitality

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**8**

Subject Faculty: Technology Food
Qualification: Cert II Kitchen Operations/Cert III Hospitality
RTO: Aurora
Duration: 2 Years

Qualification description:	This qualification is for students who are interested in pursuing a career in hospitality, cookery and catering. The programme is structured to enhance students understanding of both theoretical and practical kitchen and hospitality practices whilst building the foundation skills necessary for employment. Students that complete this qualification will have increased employment opportunities within the hospitality and commercial cookery industries. This qualification is also a lead in course to apprenticeships in commercial cookery and other culinary qualifications. The course is delivered by PBC teachers that are experts within the hospitality field. Students will also have access to a wide variety of work experience opportunities whilst completing this course. Venues may include large well known hotels, restaurants and theme parks. Students will also have access to many school based work opportunities for example catering for various functions and events. Students will be required to participate in multiple compulsory service periods throughout the duration of the course to be awarded the certificates. Service periods will be held before, during and after school hours throughout the two-year course.
Entry Requirements:	There are no prerequisites for this course but students must undertake LLN (language, literacy and numeracy) testing
Qualification Packaging Rules:	Total timeframe Cert II Kitchen Op's – Year 11 Cert III Hospitality- Year 12

Example units of competency:
BSBWOR203: Work effectively with others
SITHCCC001: Use food preparation equipment
SITHCCC005: Prepare dishes using basic methods of cookery
SITHCCC011: Use cookery skills effectively
SITHKOP001: Clean kitchen premises and equipment
SITXFSA001: Use hygienic practices for food safety
SITXINV002: Maintain the quality of perishable items
SITXWHS001: Participate in safe work practices
SITHCCC002: Prepare and present simple dishes
SITHIND002: Source and use information on the hospitality industry
SITHIND004: Work effectively in hospitality service

SITXCCS006: Provide service to customers SITXCOM002: Show social and cultural sensitivity SITXHRM001: Coach others in job skills SITHFAB005: Prepare and serve espresso coffee SITHFAB007: Serve food and beverage SITHFAB002: Provide responsible service of alcohol SITXCCS003: Interact with customers BSBSUS211: Participate in environmentally sustainable work practices HLTAID011: Provide first aid SITHGAM001: Provide responsible gambling services

Subject Cost: This course is fully funded through VETis funding. Students can access VETis funding once. If students have used their VETis funding already they will be required to pay for the course as a fee for service arrangement.

Sport & Recreation- Certificate III Fitness

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**8**

Subject Faculty: HPE
Qualification: SIS30321Certificate III in Fitness (possibility of SIS40221Certificate IV in Fitness)
RTO: College of Health and Fitness
Duration: 2 Years

Qualification description:	The SIS30321 Certificate III in Fitness is the minimum qualification required for students wishing to work in the Fitness industry as an Exercise Instructor. Students undertaking this qualification will specialise in Gym Instruction gaining the skills to provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. The SIS40221 Certificate IV in Fitness provides a pathway to work in a diversity of fitness industry businesses including fitness centres, gyms, aquatic facilities, community facilities and in open spaces, where risk management (through risk assessment and hazard control processes) does not already exist.
Entry Requirements:	No Entry requirements, but demonstration and application of physical activities is required.
Qualification Packaging Rules:	26 units = 15 Core + 11 Elective units
Certificate III Fitness Core units:	
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients.
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise.
SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
BSBOPS304	Deliver and monitor a service to customers.
BSBPEF301	Organise personal work priorities.
Elective units:	
BSBOPS403	Apply business risk management processes
BSBSUS211	Participate in sustainable work practices
BSBWHS332X	Apply infection prevention and control procedures to own work activities.
BSBXTW301	Work in a team.
Learning Experiences:	Face to face, Blended, On the Job, Distance, Online, Self-Paced (Facilitated)

	OTHER WORKPLACE OPTION: For those students not in a relevant workplace, the offering includes structured work placement organised by the teacher or the student
Assessment:	Written questions, Oral questions, Essay, Research project, Portfolio Observation of practical activity, Observation in work place, Observation in simulated work place
Pathways:	Pathways may include jobs in sport and recreation organisations, or providing exercise instruction for group or gym programs within locations such as gyms, fitness facilities and community facilities.
Further information:	Contact the HOD of HPE on 07 5525 9333. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.
Service agreement:	These are two courses delivered sequentially over two-years. Completion of both the Certificate III and IV prior to the end of year 12 is a significant workload and only achieved through persistent high effort and application. The RTO and the partner organisation, Palm Beach Currumbin State High, guarantee that the student will be provided with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

Equipment: As per the Subject Requirement lists which can be downloaded from our website at www.pbc-shs.eq.edu.au

Subject Costs:
Certificate III Fitness- $600 per student
Certificate IV in Fitness - $650

Note: This subject has a high workload with regular submission of work completed. During the course students will be required to engage in physical training, and lead others in physical training sessions.

Certificate II Health Support Services/ Certificate III Health Services Assistance

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**8**

Subject Faculty: HPE
Qualification: HLT23215 Certificate II in Health Support Services/HLT33115 Certificate III in Health Services Assistance
RTO: Strategix Training RTO Code 31418

Qualification description:	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification. Successful completion of the dual qualification contributes up to a **maximum of eight (8) credits** towards a student's **QCE (Core).** Up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III.
Entry Requirements:	There are no prerequisites for this course but students need to demonstrate independent learning skills.
Qualification Packaging Rules:	12 + 8 units = 20 units total
Cert II Health Support Services - Units of Study:	
BSBWOR203	Work effectively with others
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
BSBWOR202	Organise and complete daily work activities
HLTWHS001	Participate in workplace health and safety
HLTINF001	Comply with infection prevention and control policies and procedures
BSBADM101	Use business equipment and resources
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTFSE001	Follow basic food safety practices
Cert II Health Services Assistant – Units of Study:	
BSBWOR301	Organise personal work priorities and development
HLTAAP001	Recognise healthy body systems
CHCMHS001	Work with people with mental health issues
CHCCCS009	Facilitate responsible behaviour
CHCCCS012	Prepare and maintain beds
HLTAID011	Provide first aid
CHCCCS002	Assist with movement
BSBMED301	Interpret and apply medical terminology appropriately

Assessment:	Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks Students will undertake some compulsory practical assessment off-site with transport arrangements made by Strategix.
Pathways:	Potential options may include: • Various Certificate IV qualifications • Diploma of Nursing • Bachelor Degrees (B.Nursing) • Entry level employment within the health industry
Further Information:	Contact the VET Coordinator or HOD Senior School for further information. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.
Service Agreement:	Course will facilitated by a PBC teacher, with Strategix Trainer delivering training 1 lesson per week at PBC. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Strategix Training Group. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Subject Cost:
Certificate II in Health Support Services is VETis funded and has no cost to students that have not accessed their VETis funding
Certificate III Health Services Assistance - **$200 (payment plans available)**

Certificate IV Justice Studies

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**8**

Subject Faculty: Humanities
Qualification: 10971NAT Certificate IV in Justice Studies
RTO: Unity College
Duration: 2 Years

Qualification description:	If you have an interest in law, law enforcement and a desire to make a difference, this qualification could be for you. Learn to identify and apply the legal framework, prepare court documentation, prepare evidence briefs, apply legal principles and communication strategies, analyse social justice issues, and lead teams.
Entry Requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills
Qualification Packaging Rules:	Total units = 10 (6 Core Units + 4 Elective Units)
Units of Study:	
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
BSBXCM401	Apply communication strategies in the workplace
PSPREG003	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System
BSBLDR414	Lead team effectiveness
PSPREG010	Prepare a brief of evidence
BSBLEG523	Apply legal principles in tort law matters.
BSBPEF402	Develop personal work priorities
Learning experiences:	Content is delivered in a classroom environment through Legal Studies/Certificate IV Justice Studies classes. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals **Technology required: laptop & access to the internet**
Assessment:	There are a variety of assessment modes including role plays, teamwork skills, filling out documents, making a brief of evidence, open book exams, essays, quizzes and media response journals.
Pathways:	The Certificate IV Justice Studies is recommended for students looking to gain employment or further study opportunites in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.
Further information:	Contact the HOD of Humanities on 07 5525 9333. For information regarding support services and other general VET information students will be provided with access to a VET Service Agreement prior to enrolment.

Service agreement:	This is a two-year course. The RTO Unity College and its partner Palm Beach Currumbin State High School, guarantee that the student will be provided with every opportunity to complete the certificate. Late entry students to this course must catch up the units missed in order to complete the certificate. Those students who do not complete the Certificate but achieve at least one unit will receive a Statement of Attainment. This information is correct at time of publication but subject to change.

Equipment: As per the Subject Requirement lists which can be downloaded from our website at www.pbc_shs.eq.edu.au

Subject Cost: **$700**

Diploma of Business

Applied VET senior subject

VET- Applied

VET Certificate Qualification	**Y**	QCE Points	**8**

Subject Faculty: Humanities
Qualification: BSB50120 Diploma of Business
RTO: Prestige Service Training RTO ID 31981
Duration: 18 months

Qualification description:	This qualification is for high achieving students who are predominantly on a pathway to university. The programme is structured to enhance students understanding of both theoretical and practical business practices, whilst building the foundation skills needed for undergraduate studies. Students that complete the Diploma of Business have a pathway to university for selected universities (please see university websites for more information). Prestige Service Training has articulation arrangements with Southern Cross University, Griffith University, University of Southern Qld and University of the Sunshine Coast for students studying a Bachelor of Business. The course is delivered by external teachers from Prestige Service Training that are experts within the business field. The Diploma of Business runs over an 18-month (3 semester) period beginning in Term 1,2023.
Entry Requirements:	There are no prerequisites for this course but students must undertake LLN (language, literacy and numeracy) testing and go through an interview process
Qualification Packaging Rules:	Total units = 12
Units of Study:	
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
BSBHRM525	Manage recruitment and onboarding
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBPEF501	Manage personal and professional development
BSBSTR502	Facilitate continuous improvement
BSBMKG541	Identify and evaluate marketing opportunities
BSBCMM411	Make a presentation
Assessment:	Competency based assessment combines theory and practical work. Assessment will be a combination of assessment through demonstration, questioning, work-based assignments, and workplace samples. Assessment evidence is gathered throughout training as students are required to demonstrate their knowledge and skills across several areas. Students must be prepared to complete mandatory learning and assessment, meet deadlines and work independently

Further Information:	Students must be able to work independently and communicate via email with formal etiquette; they must also commit to attend all training sessions. Students should be able to communicate well in writing and orally, be organised, able to manage submissions online and meet re-submission deadlines.

Subject Cost: **$2499 (payment plans available)**

Overview: Internal VET Certificate Courses

Course	VETiS funded	QCE points	Additional information
Certificate I Construction	✓	3	
Certificate II Engineering Pathways (Metals)	✓	4	
Certificate II Public Safety	Approx. $60	4	This certificate is offered to eligible students in conjunction with Year 11 Sport & Recreation (Applied)
Certificate II in Engineering Pathways/Certificate III in Aviation (Remote Pilot)	✓ Plus $140	4/8	
Cert III Fitness	$600	8	Completed over 2 years Selected students may commence a Cert IV in Year 12
Cert II Kitchen Ops/Cert III Hospitality	✓	Maximum of 8	2 year course
Cert II/III Health Services Assistance	Partially VETiS funded; additional cost of $200 for students who have not used their VETiS funding	8	Strategix Training
Cert IV Crime and Justice	$700	8	Can be completed over 2 years or if also completing Legal Studies can start at beginning of year 12 and gain RPL for units completed in year 11 Legal Studies
Diploma of Business	Approx. $2499	8	18 month course

External VET Certificate Courses

Course	VETiS funded	QCE points	Providers .
Cert I Construction	✓	3	TAFE Qld GC Trades College
Cert II Engineering Pathways	✓	4	TAFE Qld GC Trades College
Cert II Engineering Pathways (Marine)	✓	4	TAFE Qld GC Trades College
Cert II Electrotechnology	✓	4	TAFE Qld GC Trades College
Cert II Automotive	✓	4	TAFE Qld GC Trades College
Certificate II Plumbing Services	✓	4	TAFE Qld
Cert II Furniture Making Pathways	✓	4	TAFE Qld
Cert II Hospitality	✓	4	TAFE Qld
Cert II Salon Assistant	✓	4	TAFE Qld
Cert II in Retail Cosmetics	✓	4	TAFE Qld French Beauty Academy
Cert II Animal Care	✓	4	TAFE Qld
Certificate II Horticulture	✓	4	GC Trades College
Certificate II Tourism (online, completed at PBC)	✓	4	Training Evolution
Cert II Plumbing Services	✓	4	GC Trades College

For external VET certificate courses please remember:

- If students are interested in enrolling in an external VET course they must **not** select it as an option on their SET Plan. Students must only select 8 subjects from the general, applied and/or internal VET subject categories on their SET Plan (6 first preferences and 2 reserves).
- To enrol in an external VET course please contact the VET Coordinator or HOD Senior Schooling
- External VET courses are only available for students who have not used their VETiS funding.