KINGAROY STATE HIGH SCHOOL

Senior Studies Handbook

Year 11 2026

Year 12 2027

KINGAROY
STATE HIGH SCHOOL

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KINGAROY
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Dear Students,

Welcome to Year 11 at Kingaroy State High School.

With this booklet, the staff of our school aim to assist you in selecting Year 11 and 12 subjects to suit your particular interests, backgrounds and future needs.

We hope that during the next two years you will take advantage of the opportunities offered, not only to acquire the knowledge, skills and processes needed for success in further education and employment, but also to extend your personal and social development, which is also so important for a productive and satisfying life.

As you enter Year 11, we ask you to choose your subjects carefully, and also to consider the issues and challenges for all of us that are outlined in the school's **Statement of Purpose** and **Principles and Beliefs Central to the Senior Curriculum**, both of which are printed on the following pages.

We wish all students entering Year 11 a rewarding, challenging and enjoyable two years.

David Thomson
Principal

Senior Phase of Learning

The Queensland Government introduced new laws, effective from 2006, which require young people to be learning or earning. All young people are required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or full-time employment (25 hours per week), or Certificate III vocational qualification, or until they turn 17 years of age.

The Queensland Government's *Education and Training Reforms for the Future* initiative encourages students to choose from a broad range of learning options when they make choices about their future education and/or training.
Please note that students complete six subjects in Years 11 and 12.

The stages of the Senior Phase of Learning are:

1. Plan

Each student needs to identify and plan what they will study and learn during this phase. Students have already been involved in career education sessions. This process will continue with the selection of subjects for Years 11 and 12 through the required Senior Education and Training Plan, (SET Plan) interview.

Once agreed, the SET Plan is implemented. Progress will be monitored against the plan and any changes will need a SET Plan Review interview.

2. Register

Every young Queenslander must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16, whichever comes first. The school is responsible for this registration which automatically opens an individual learning account. Also, a learner unique identifier (LUI) will be allocated to each student.
An individual's learning account records a student's progress towards a Queensland Certificate of Education (QCE). This can be viewed by students online.

3. USI...bringing your skills together

All students undertaking nationally recognised training delivered by a registered training organisation will need to have a Unique Student Identifier (USI).

A USI gives students access to their online USI account and is made up of ten numbers and letters. It will look something like this: **3AW88YH9U5**.

In time, a USI account will contain all of a student's nationally recognised training records and results from 1 January 2015 onwards. A student's results from 2015 will be available in their USI account. When applying for a job or enrolling in further study, students will often need to provide their training records and results. One of the main benefits of the USI is students will have easy access to their training records and results throughout their life.

Students can access their USI account online from a computer, tablet or smart phone anywhere and anytime. All students are required to have a USI at Kingaroy State High School to enable them to complete a First Aid course.

4. ‘One to One’ Device or BYOX

The school believes ALL year 11 students should have their own device to access daily in their lessons and to complete research and assessment at home.

Statement of Purpose

Kingaroy State High School prepares students for life.

The school community believes that: -

1. The school is a place of high-quality learning.
2. The school equips students with knowledge and skills to meet the needs of a changing society.
3. The school operates as a caring environment and recognises the worth of every member.
4. Each student has the opportunity to participate in the learning process, having regard for individual needs and abilities.
5. High personal standards, including honesty and working to the best of one’s ability, are essential.
6. Each person contributes to the achievement of common and individual goals.
7. Every student succeeds through honesty and diligence.

Some principles and beliefs central to the curriculum

This school meets the challenge of catering well for the diverse range of interests and needs of its senior student population by offering a broad range of General and Applied subjects as well as a variety of Vocational and Educational Training programs:

- Student learning opportunities are further extended by the opportunities offered for students to be involved in a range of co-curricular activities, Short Courses and Sport.
- It is considered important students accept ownership of, and responsibility for, their learning and behaviour. Students are expected to complete homework and assignments at home in their own time and to be task-oriented and businesslike in their daily classroom activities.
- The school strives to provide not only the opportunities, but also the motivation and encouragement to all students to achieve their best in the subjects they study, and to show increasing maturity and sensitivity in their interactions with others.

This booklet gives an outline of the subjects which are available to the senior students of Kingaroy State High School. The task of choosing subjects to be studied in Years 11 and 12 is not easy. The selection of subjects should be made after much careful consideration, as the decisions made will have an influence on the student's career and future.

Types of Subjects Offered

Kingaroy State High School offers the following types of subjects:

General subjects
These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state wide in Queensland secondary schools and colleges, and are used in the calculation of the ATAR (Australian Tertiary Admission Rank).

- Students who do not achieve a "B/C" standard or better in a Year 10 subject may find related General subjects in Year 11 and 12 difficult.
- Your ATAR is dependent on how well you achieve in your subjects.
- You need to choose subjects in which you have the best chance of doing well, and which you will enjoy.
- These subjects contribute to the QLD Certificate of Education (QCE) if the required standard is reached. (See QCE credit table for details.)

General syllabuses are developmental four-unit courses of study.
Units 1 and 2 provide functional 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.
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. Students must pass both Units 3 and 4to be awarded the 2 QCE points.

Assessment
Units 1 and 2
The school decides the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers using the specific subject syllabus, determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.
Unit 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. The school develops 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 will report levels of achievement to students and parents/carers using an A – E scale.

Units 3 and 4
Students complete a total for four summative assessments – three ***internal*** and one ***external*** – that count towards the overall subject results in each General subject.
The School will 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 are endorsed by the QCAA before they are used in the school. Student's results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessments 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 student's 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 the school will discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative, developed by the QCAA, 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 25% of the overall subject result in most senior subjects, and generally assesses Unit 4 of the syllabus. In Mathematics and Science General Subjects external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.
The QCAA will determine the timing of external assessments. External assessment occurs in ***Term 4*** of Year 12, during ***October*** and ***November*** with specific dates being made available midway through Year 12.

General (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.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Short Course syllabuses

Course overview

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

Short Courses are available in:

- Career Education
- Literacy
- Numeracy

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Applied subjects

Applied subjects are based on QCAA developed syllabuses. **One Applied subject (plus four General subjects) may be used in the calculation of an ATAR score.** Applied subjects emphasise practical skills and knowledge relevant to specific industries. These subjects contribute to the QCE if the required standard is reached. (See QCE credit table.)
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 the ATAR calculation.

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

The school develops at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments will 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, the school will 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. The school develops 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. The school will develop *three* of the summative internal assessments for each of the above senior subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

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

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

Vocational Education and Training (VET)
Student achievement in accredited vocational education competencies is based on industry-endorsed competency standards, and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. The certification issued on successful completion of competencies carries the same national recognition as those provided through TAFE or private providers. These certificates contribute to the QCE when completed.

See VET funding table on next page.

1	2	3
School As many dips into this bucket as you like 	**Career Ready** **Funded**  **Certificate II**	**School Based** **Traineeship/Apprenticeship** 
-School based certificate courses (not BLUEDOG) ▪ Cert II in Active Volunteering ▪ Cert II in Hospitality ▪ Cert II in Workplace Skills ▪ Cert II in Skills for Work and Vocational Pathways ▪ Cert II in Sport Coaching	**Any of the courses in column 1 and 1 of either:** ▪ *Cert II in Construction Pathways* ▪ *Cert II in Engineering Pathways* **OR** **At TAFE- 1 VET certificate only** ▪ *If you do a TAFE course, you cannot do a school-based BLUEDOG course, unless you choose to pay for the course.*	**Any of the courses in column 1 are free, any course in column 2 will be fee for service:** **School–based Traineeship** **Or** **Apprenticeship (SAT)**

Other
These are subjects other than General or Applied subjects, offered by a school or other educational institution and approved by the QCAA, including approved TAFE subjects or qualifications from specialist-accredited agencies, e.g. music or dance. These subjects may contribute to the QCE if the required standard is reached. (See QCE credit table.)

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

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

After finishing Year 12 …
Senior Education Profile
Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:
- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see:

www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July, after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Choosing Senior Subjects

The process will involve the SET Plan interview. This is a structured interview with the student, accompanied by a carer or carers, by ONE of the interviewing staff. The purpose of the interview is to formalise the decision on an individual course of study/training appropriate to abilities, interests, needs, future options, to which there is student, parent and school commitment.

Subject selection and Year 11 enrolment is only considered final on the satisfactory completion of the SET Plan Interview.

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Students are to participate in six subjects while in Years 11 and 12.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results;
- which reflect your interests and abilities;
- which help you reach your career and employment goals;
- which will develop skills, knowledge and attitudes useful throughout your life.

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

Some Simple Guidelines

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects, and you should refer to the career exploration already completed. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Guidance Officer will be able to help you get started. The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia's National Career Information Service, called ***myfuture***, can be accessed at: www.myfuture.edu.au.
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
- Queensland TAFE Handbook at: www.tafeqld.edu.au
- ***MyPath***, an online tool produced by QTAC to help students choose their senior subjects, determine ATAR eligibility and ensure prerequisites are met.

2. Find out about the subjects offered by our school in this Handbook

NB: All subjects are offered for students to select but not all subjects will run. Each cohort will have different interests and therefore there may be differences in popularity of subjects each year.

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in the booklet provided by the school
- Talk to Heads of Department and teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject
- Check subject prerequisites
- Fully understand the requirements of the subject-assignments, exams, trips, camps etc.

4. Make a decision on a combination of subjects that suits your requirements and abilities

Do consider:

- Your abilities, aptitudes, interests, results in Year 10
- Your needs – prerequisites, assumed knowledge, useful skills
- Your own particular circumstances

Do not be influenced by:

- What your friends or others are choosing
- Suggestions that some subjects are better for gaining a higher ATAR than others
- Which teachers are likely to be teaching a particular subject

Tertiary Entrance

If you wish to study degree or diploma courses at university or TAFE after Year 12, ensure you select the prerequisite subjects required for your preferred courses. These are listed in *Tertiary Prerequisites 2026*.

By checking this information you will become aware of the distinction between:

- **pre-requisite** subjects (subjects which **must** be taken to enrol in future courses or careers)
- **assumed** subjects – (the minimum level of achievement considered necessary for successful first year tertiary study)
- **recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **useful** subjects (not essential, but give a general background or help develop particular skills).

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

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

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

English requirement

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

The ATAR is the standard measure of overall school achievement used in all of the Australian States and Territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000 point scale from 99.95 (highest) to 0 in increments of 0.05. ATARs below 30 will be reported as 30 or less. The ATAR will be calculated by combining a student's best 5 subject scaled scores.

Scaled scores will be derived from a student's subject results as reported to QTAC by the QCAA using a process of inter-subject scaling.

Inter-subject scaling
Inter-subject scaling is where raw scores for a subject are adjusted so results for that subject can be compared fairly with the results of any other subject.

- **Vocational Education** The offering of VET subjects at Kingaroy State High School is subject to registration processes, available teachers and resources. Once students are enrolled in a certificate course offered by the school, the school will complete training and if circumstances arise where the school can't complete the training, another suitable RTO will complete the training. Students will be formally notified of arrangements were this to occur. For any VET Certificates, students and parents/guardians will be made aware that late enrolment will mean that the Training and Assessment Agreement will be for the negotiated package of units which will lead to a Statement of Attainment.

Consider vocational education certificates if:
- The subject relates to or could provide a pathway to a job that attracts you
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested
- You are interested in the subject and think you would enjoy studying it, while you gain skills
- Your past results suggest some General subjects may be too difficult.

School-based apprenticeships and traineeships
You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding, formal agreements. When you sign the agreements, you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

These apprenticeships and traineeships contribute to the QCE, if the required standard is reached. See the QCE credit table for more details.

5. Be prepared to ask for help

If you and your parents/carers are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to— Teachers, Heads of Department, Guidance Officer, Deputy Principal and Principal. Don't be afraid to seek their assistance. They are all prepared to help. It is highly recommended that you seek information, first hand, about your particular circumstances.

Kingaroy SHS QCE Credits 2026

Name	Description	QCE Credits Awarded	
General Subjects	Subjects approved by QCAA for calculation of ATAR.	4	
Applied Subjects	Subjects based on QCAA developed Study Area Specifications, not used in calculating ATAR.	4	
Certificate II in Skills for Work and Vocational Pathways	Undertaken in Year 12, follows on from Certificate II in Active Volunteering. This Certificate can be picked up in Year 12. Requires the completion of 3 - 5 days Work Placement in Term 1.	4	8 credits over 2 years
Certificate II in Active Volunteering	Stand-alone course in Year 11. Requires the completion of 20 hours Work Placement in Term 1.	4	
Certificate II in Workplace Skills	Stand-alone course over Years 11 and 12.	4	
Certificate II in Hospitality	Stand-alone course over Years 11 and 12. Requires the completion of Work Placement in student's own time.	4	
Certificate II in Construction Pathways	Delivered and assessed by Blue Dog Training and Kingaroy SHS staff over Years 11 and 12.	4	
Certificate II in Engineering Pathways	Delivered and assessed by Blue Dog Training and Kingaroy SHS staff over Years 11 and 12.	4	
Certificate II in Sport Coaching	Stand-alone course over Years 11 and 12. Cannot do Cert III Fitness and Cert II Sport Coaching	4	
Certificate III in Fitness	Delivered and assessed by Binnacle Training and Kingaroy SHS staff over Years 11 and 12. Practical component included.	8	

The Subjects ...

Some general points from the Deputy Principal:

1. The school operates a **Student Resource Scheme** which is supported and endorsed by our P & C Association. The resource **fees** charged for **2025** are **$220.00 per student per year** level and covers a large variety of items such as text book hire, resource books, class work books, software, school diary and the student ID card.

2. If the subject attracts an **'additional subject fee'** this is indicated at the bottom of the page relating to that subject. The additional subject fee covers some of the consumables used in these subjects. The students also get to take home the items made in these subjects, on payment of the additional subject fee. If there are financial concerns with any of the school fees, we encourage our families to contact the Business Manager to discuss payment plan options.

3. While there is a lot of information contained in the following pages, it is vital that students **speak** to both **the Guidance Officer** about career issues, as well as **relevant Heads of Department**, and also **class teachers** about the specific details regarding content, assessment and excursions of individual subjects.

The SET Plan

A **SET P**lan is formulated with the student, a parent/guardian and a Kingaroy State High School staff member. Initial steps for the SET Plan will be completed in the classroom by the students. Once the discussion and plan is completed all parties involved will sign the SET Plan. Six subjects will be chosen on the SET Plan.

By signing the SET Plan, you agree to all the terms and conditions of the SET Plan. If the parties do not agree to one or more of the items listed in the agreement, then it must be noted and initialled. This plan can be reviewed/updated only by another SET Plan interview.

The SET Plan will be reviewed throughout Year 11 and 12. Any subject change or Plan update will require a SET Plan Review meeting with the Deputy Principal Senior School or Senior Schooling Head of Department.

The terms and conditions of the SET Plan:

1. The young person, assisted by parents/carers, will be responsible for the original of the SET Plan and the original of a changed or updated SET Plan.
2. The School can keep a copy of the SET Plan and any changed or updated copies.
3. The School can make required changes to the SET Plan noting, any changes made and the date of each change, as an ongoing process with the young person and their parents/caregivers.
4. The School will keep a record of changes made to the SET Plan and provide secure storage for the copy of the SET Plan.
5. The School will determine which employed personnel can view the details of the SET Plan.

6. The School will keep a copy of the SET Plan on file when the young person leaves the School.
7. If required, a copy of the SET Plan can be forwarded to the student's new school or learning provider.
8. The suggested time to forward a copy of the SET Plan to a new school or learning provider is within 12 weeks after the young person leaves.
9. The School can use information from the SET Plan to provide statistical information to education and training sectors and authorities.
10. The School, in consultation with the young person and parents/caregivers, can contact a Youth Support Co-ordinator or other government agencies, if additional support is needed by the young person.
11. The School can contact the Youth Support Co-ordinator or other government agencies, if the young person is at risk of disengaging from learning.
12. The School can contact other learning providers who may contribute to the learning completed by the young person during the Senior Phase of Learning.
13. By signing the Set Plan, I agree to all the policies and procedures related to VET that are outlined in all School documentation pertaining to VET.
14. For any VET certificates, *"I am aware late enrolment means that my training and assessment agreement is for the negotiated package of units which will lead to a statement of attainment."*

QCAA Senior Syllabuses offered at Kingaroy SHS

English and LOTE

Applied
- Essential English

General
- English
- Japanese

Health and Physical Education

Applied
- Sport & Recreation

General
- Health
- Physical Education
- Psychology

VET
- Cert II in Sport Coaching
- Cert III in Fitness

Humanities and Social Sciences

Applied
- Social and Community Studies
- Tourism

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

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

QCIA

- Community, Citizenship and the Environment
- English Foundations
- Fitness and Well-being Foundations
- Healthy Cooking and Catering Foundations
- Life Beyond School
- Maths Foundations
- Social Skills and Wellbeing

Technology and Programming Foundations

Sciences

Applied
- Agricultural Practices
- Aquatic Practices

General
- Biology
- Chemistry
- Earth and Environmental Science
- Physics

Technologies

Applied
- Early Childhood Studies
- Furnishing Skills

General
- Design
- Digital Solutions
- Food & Nutrition

VET
- Cert II in Hospitality
- Cert II in Engineering Pathways
- Cert II in Construction Pathways

The Arts

Applied
- Arts in Practice
- Drama in Practice
- Music in Practice
- Visual Arts in Practice

General
- Dance
- Drama
- Music
- Visual Art

General (Extension)
- Music Extension

Senior Schooling

VET
- Cert II in Active Volunteering
- Cert II in Skills for Work & Vocational Pathways
- Cert II in Workplace Skills
- Cert II in Financial Solutions

Short course
- Literacy
- Numeracy

GENERAL SUBJECTS

Senior Studies Handbook

Year 11 2026

Year 12 2027

KINGAROY
STATE HIGH SCHOOL

Accounting

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – combination response	25%	Formative internal assessment 3 (FIA3): • Examination — combination response	25%
	25%	Formative external assessment (FIA4): • Project — extended response	25%

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

Summative assessments

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

Ancient History – AS

General senior subject

General

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

Due to Alternate Sequence, the order of units is subject to change.

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Investigation – independent source Only one FIA task in Unit 1		Formative internal assessment 2 (FIA3): • Investigation — historical essay	
		Formative external assessment (FIA4): • Examination — essay	

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

Summative assessments

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

Biology

General senior subject

General

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative internal assessment 3 (FIA3): • Research - investigation	20%
Formative internal assessment 2 (FIA2): • Student experiment	20%	Formative external assessment (FIA4): • Examination — short and combination responses	50%

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

Summative assessments

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

Business

General senior subject

General

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

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

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

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

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – combination response	25%	Formative internal assessment 3 (FIA3): • Investigation — business report	25%
Formative internal assessment 2 (FIA2): • Report – feasibility extended response	25%	Formative external assessment (FIA4): • Examination — combination responses	25%

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): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Chemistry

General senior subject

General

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative internal assessment 3 (FIA3): • Research - investigation	20%
Formative internal assessment 2 (FIA2): • Student experiment	20%	Formative external assessment (FIA4): • Examination — short and combination responses	50%

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

Summative assessments

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

Dance

General senior subject

General

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will 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 will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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, cultural institutions, administration and management, health, communications, education, public relations, research, 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 dance skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Performance	20%	Formative internal assessment 3 (FIA3): • Project – dance work	35%
Formative internal assessment 2 (FIA2): • Choreography	20%	Formative external assessment (FIA4): • Examination — extended response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Excursions

Content	Destination	Itinerary	Assessment
Dance Performance	Brisbane, Gold Coast or Toowoomba	Year 11 and 12 Students will attend a professional live dance performance Cost is approximately $80	The excursion will enable students to develop their knowledge, skills and understanding of dance performance

Requirements: Dance Journal, note pad, black dance pants / leggings, dance department T-shirt, will need to provide some props and costumes for performances and choreography tasks.

Design - AS

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Project	15%	Formative internal assessment 3 (FIA3): • Project	25%
Formative internal assessment 2 (FIA2): • Examination	35%	Formative external assessment (FEA): • Examination — design challenge	25%

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

Summative assessments

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

Digital Solutions

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Project - investigation	10%	Formative internal assessment 3 (FIA3): • Investigation – technical proposal	20%
Formative internal assessment 2 (FIA2): • Examination and project folio	20%		

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

Summative assessments

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

Drama AS

General senior subject

General

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

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

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

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

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Performance	20%	Formative internal assessment 3 (FIA3): • Project – practice led	35%
Formative internal assessment 2 (FIA2): • Project – dramatic concept	20%	Formative external assessment (FIA4): • Examination — extended responses	25%

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

Summative assessments

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

Excursions

Content	Destination	Itinerary	Assessment
Live performance	Brisbane, Gold Coast or Toowoomba	Year 11 and 12 Students will attend a professional live performance The approximate cost of this excursion, including transportation to Brisbane and theatre ticket will be $70 – $90.	The excursion will enable students to develop their knowledge, skills and understanding of live performance, useful in all units of senior drama.
Workshop	Kingaroy or additional to live performance	Year 12 Students may attend a day workshop, to prepare for Unit 4/Unit 2	This workshop will prepare students for contemporary performance styles and conventions, so they may apply this knowledge and understanding to their IA3 directorial vision and performance.

Requirements: BYO device, theatre blacks, USB, folder, notebook. *This subject uses QLearn*

Additional Subject Cost for 2 years: $80

Earth & Environmental Science

General senior subject

General

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Earth & Environmental Science aims to develop students':

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate understanding, findings, arguments and conclusions related to Earth and its environments, using appropriate representations, modes and genres.

Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes — energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth — extracting using and managing Earth resources** • Use of non-renewable Earth resources • Use of renewable Earth resources	**The changing Earth — the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative internal assessment 3 (FIA3): • Research - investigation	20%
Formative internal assessment 2 (FIA2): • Student experiment	20%	Formative external assessment (FIA4): • Examination — short and combination responses	50%

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

Summative assessments

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

Economics

General senior subject

General

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

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

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

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

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

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

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

Pathways

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

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

Objectives

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

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

Structure

Unit 1	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** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – combination response	25%	Formative internal assessment 3 (FIA3): • Examination — extended response	25%
Formative internal assessment 2 (FIA2): • Investigation– research report	25%	Formative external assessment (FIA4): • Examination — combination responses	25%

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	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — combination response	25%

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Spoken persuasive response	25%	Formative internal assessment 3 (FIA3): • Examination — extended imaginative written response	25%
Formative internal assessment 2 (FIA2): • Extended Written response for a public audience	25%	Formative external assessment (FIA4): • Examination — analytical written response	25%

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

Summative assessments

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

Food & Nutrition

General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food 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. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will 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.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

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
- 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	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination	25%	Formative internal assessment 3 (FIA3): • Examination – short and extended	25%
Formative internal assessment 2 (FIA2): • Solution	25%	Formative external assessment (FIA4): • Solution	25%

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): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

General Mathematics

General senior subject

General

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

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

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

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Problem solving and modelling	30%	Formative internal assessment 3 (FIA3): • Examination — short response	100%
Formative internal assessment 2 (FIA2): • Examination – short response	70%		

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

Summative assessments

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

Geography

General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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 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.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – combination response	25%	Formative internal assessment 3 (FIA3): • Investigation– field report	25%
Formative internal assessment 2 (FIA2): • Investigation– data report	25%	Formative external assessment (FIA4): • Examination — combination responses	25%

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): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Health

General senior subject

General

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

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Investigation – up to 2000 words	25%	Formative internal assessment 3 (FIA3): • Investigation — action research – up to 2000 words	25%
Formative internal assessment 2 (FIA2): • Examination – extended response - 2 hours + 15 mins planning time	25%	Formative internal assessment (FIA4): • Examination — extended response - 2 hours + 15 mins planning time	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response - 2 hours + 15 mins planning time	25%	Summative external assessment (EA): • Examination — extended response - 2 hours + 15 mins planning time	25%

Japanese

General senior subject

General

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

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

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

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

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティー — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **— My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	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. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – combination response	25%	Formative internal assessment 3 (FIA3): • Examination — combination responses	25%
Formative internal assessment 2 (FIA2): • Investigation– inquiry report	25%	Formative external assessment (FIA4): • Investigation — argumentative essay	25%

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

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

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Problem solving and modelling	40%	Formative internal assessment 3 (FIA3): • Examination— short response	100%
Formative internal assessment 2 (FIA2): • Examination– short response	60%		

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

Summative assessments

Unit 3	Unit 4

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

Modern History - AS

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established)

Unit 1	Unit 2	Unit 3	Unit 4
(Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		• Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination – short response	25%	Formative internal assessment 3 (FIA3): • Investigation — historical essay	25%
Formative internal assessment 2 (FIA2): • Investigation– independent source	25%	Formative external assessment (FIA4): • Examination — essay historical sources	25%

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

Summative assessments

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

Music - AS

General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Performance	25%	Formative internal assessment 3 (FIA3): • Project - integrated	25%
Formative internal assessment 2 (FIA2): • Composition	25%	Formative external assessment (FIA4): • Examination — extended responses	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Excursions

Content	Destination	Itinerary	Assessment
Live Performance	Brisbane, Gold Coast or Toowoomba	Year 11 and 12 Students will attend a professional live performance (musical, concert) Cost $70 - $90	Enable students to develop knowledge, skills and understanding of music.

Requirements: BYO device, headphones and internet access

Additional Subject Cost per course: $100

Music Extension – Yr 12

General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (FIA4): 25% Examination — extended response			

Summative assessments — Musicology specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% Examination — extended response			

Summative assessments — Performance specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Performance 2	20%		
Summative external assessment (EA): 25% Examination — extended response			

Content	Destination	Itinerary	Assessment
Live Performance	Brisbane, Gold Coast or Toowoomba	Year 11 and 12 Students will attend a professional live performance (musical, concert) Cost $70 - $90	Enable students to develop their knowledge, skills and understanding of music.
Requirements: Laptops, Headphones and internet access – your own instrument is ideal for practising at home to extend on skills **Additional Subject Cost per course:** $100			

Physical Education

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Project – folio – up to 11 mins	25%	Formative internal assessment 3 (FIA3): • Project — folio – up to 11 mins	25%
Formative internal assessment 2 (FIA2): • Investigation – report – up to 2000 words	25%	Formative internal assessment (FIA4): • Examination — combination response – 2 hours + 15 mins perusal	25%

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 – up to 11 mins	25%	Summative internal assessment 3 (IA3): • Project — folio – up to 11 mins	25%
Summative internal assessment 2 (IA2): • Investigation — report – up to 2000 words	25%	Summative external assessment (EA): • Examination — combination response - 2 hours + 15 mins perusal	25%

Physics

General senior subject

General

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

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

Physics aims to develop students':

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

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test	10%	Formative internal assessment 3 (FIA3): • Experiment - student	20%
Formative internal assessment 2 (FIA2): • Investigation - research	20%	Formative external assessment (FIA4): • Examination — short and combination responses	50%

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

Summative assessments

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

Psychology

General senior subject

General

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

Psychology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Data test – 60 mins + 5 mins perusal	10%	Formative internal assessment 3 (FIA3): • Investigation – research - up to 2000 words	20%
Formative internal assessment 2 (FIA2): • Experiment – student – up to 2000 words – up to 2000 words	20%	Formative internal assessment (FIA4): • Examination — short and combination responses – 2 hours + 5 mins perusal	50%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test – 60 mins + 5 mins perusal	10%	Summative internal assessment 3 (IA3): • Research investigation – up to 2000 words	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response Paper 1 – 90 mins + 5 mins perusal Paper 2 – 90 mins + 5 mins perusal			

Specialist Mathematics

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Problem solving and modelling	40%	Formative internal assessment 3 (FIA3): • Examination— short response	100%
Formative internal assessment 2 (FIA2): • Examination– short response	60%		

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 — short response	15%
Summative internal assessment 2 (IA2): • Examination — short response	15%		
Summative external assessment (EA): 50% • Examination — combination response			

Visual Art - AS

General senior subject

General

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

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

Pathways

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Folio - reflection	10%	Formative internal assessment 3 (FIA3): • Investigation - report	20%
Formative internal assessment 2 (FIA2): • Presentation – multi modal	20%	Formative external assessment (FIA4): • Examination — extended response	50%

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 — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Content	Destination	Itinerary	Assessment
Art Gallery Experience/s	Kingaroy Brisbane, Toowoomba or Gold Coast	Year 11 and 12 Students will attend exhibits during their coursework Local gallery visits incur no cost and may be monthly Exhibitions elsewhere may cost between $45 - $60	Enable students to develop their knowledge, skills and understanding of visual art practices. These excursions will directly link to the development of student generated inquiry focuses.
Requirements: Drawing materials (2B, 4B pencils, eraser), found objects as required, framing/presentation materials. **Additional Subject Cost per course:** $200			

APPLIED SUBJECTS

Senior Studies Handbook

Year 11 2026

Year 12 2027

KINGAROY
STATE HIGH SCHOOL

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

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

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

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

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

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

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A Completed twice	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Aquatic Practices

Applied senior subject

Applied

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

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

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

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

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

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

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

Structure

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

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words – reports, data analysis investigation
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 x A4 pages, or equivalent digital media
Year 11 Field Trip	Field trip to Hervey Bay	Compulsory field trip
Set of snorkelling gear (fins, mask, snorkel) is recommended for the first unit.		

Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

Objectives

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

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

Structure

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

Assessment

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

Technique	Description	Response requirements
Project	Students plan, make and evaluate an arts work to communicate their viewpoint about a selected issue, experiences of identity and belonging, response to a client brief, or exploration of an inspirational arts practitioner.	**Arts work** A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded): up to 4 minutes **Planning and evaluation of arts work** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Product or performance	Students make an arts work in response to the selected issue, celebration or event about cultural identity, a client brief, or influences as explored in the project, to communicate their ideas.	**Arts work** A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Devised scene: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded) up to 4 minutes

Content	Destination	Itinerary	Assessment
Live Performance	Brisbane, Gold Coast or Toowoomba	Year 11 and 12 Students will attend a professional live performance (theatre, music or dance) Cost $70 - $90	Enable students to develop their knowledge, skills and understanding of Arts performance
Requirements: BYO device, headphones and USB. Depending on student focus, other materials may be required. **Additional Subject Cost per course:** $80			

Early Childhood Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing

Assessment

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

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

Essential English

Applied senior subject

Applied

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

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

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Formative assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Extended response – multimodal response	Formative internal assessment 3 (FIA3): • Written response - extended
Formative internal assessment 2 (FIA2): • Examination – short response to stimulus	Formative internal assessment (FIA4): • Extended response – multimodal response

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

Summative assessments

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

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Examination 50%	Formative internal assessment 3 (FIA3): • Examination 50%
Formative internal assessment 2 (FIA2): • Problem solving and modelling task 50%	Formative internal assessment (FIA4): • Problem solving and modelling task 50%

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

Summative assessments

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

Furnishing Skills

Applied senior subject

Applied

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

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Music in Practice

Applied senior subject

Applied

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

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

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

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

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Excursion

Content	Destination	Itinerary	Assessment Items
Live Performance	Brisbane, Gold Coast or Toowoomba	Year 11 and 12 Students will attend a professional live performance Cost is approximately $70 - $90	Enable students to develop their knowledge, skills and understanding of music in practice.

Excursions to visit technical aspects of musicianship may be arranged, dependent on cohort.
Requirements: BYO Device, Headphones and internet access

Additional Subject Cost: $100

Social & Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Sport & Recreation

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

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Structure

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

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option H	Fitness for sport and recreation

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Total cost for course (2 years) is $133, being for pool and gym entries.		

Tourism

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option E	Tourism industry and careers

Assessment

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

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

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Content	Destination	Itinerary	Assessment
Art Gallery Experience/s	Kingaroy Brisbane, Toowoomba or Gold Coast	Year 11 and 12 Students will attend exhibits during their coursework Local gallery visits incur no cost and may be monthly Exhibitions elsewhere may cost between $45 - $60	Enable students to develop their knowledge, skills and understanding of visual art practices.

Requirements: Drawing materials (2B, 4B pencils and eraser) found objects as required, framing/presentation materials.

Additional Subject Cost: $240

VET SUBJECTS

Senior Studies Handbook

Year 11 2026

Year 12 2027

KINGAROY
STATE HIGH SCHOOL

Certificate II in Active Volunteering (CHC24015)

Kingaroy SHS – RTO 30385

VET

This certificate is completed in Year 11. This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may be used as a pathway for workforce entry. It is ***mandatory*** that students complete at least 20 hrs of volunteer work in term 1.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions
CORE				
CHCDIV001	Work with diverse people	Communication/employ ability skills	Folio, observations, role play, volunteer placement	In class/ volunteer placement/ volunteer placement
CHCVOL001	Be an effective volunteer	Communication/ employability skills	Folio, volunteer placement	In class
HLTWHS001	Participate in workplace health and safety	Literacy	Folios, observation, volunteer placement	In class/ volunteer placement
BSBCMM201	Communicate in the workplace	Communication/employ ability skills	Folio, observations, role play, volunteer placement	In class/ volunteer placement
ELECTIVES				
FSKLRG008	Use simple strategies for work related learning	Employability skills	Folio, project	In class
FSKOCM003	Participate in simple spoken interactions at work	Team work / oral communication	Folio, project, observation, role play	In class / volunteer placement
FSKWTG006	Write simple workplace information	Workplace documents	Folio	In class

Excursion: Nil

Requirements: 8 Manilla Folders, A4 notebook

Certificate II in Construction Pathways – (CPC20220)

VET – Blue Dog Training RTO 31193

VET

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.
The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.
Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

Core

CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

Certificate II in Engineering Pathways – (MEM20422)

VET – Blue Dog Training RTO 31193

VET

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.
Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.
Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Certificate III Fitness (SIS30321)

VET – Binnacle - RTO 31319

Applied

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (ie the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php *and select 'RTO Files'.*

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Unit	Subject Matter	Skills	Assessment Conditions	Assessment	Length
Term 1	• Binnacle Lounge Induction • Health, Safety and Law in the Sport, Fitness and Recreation industry Customer service • Community Coaching General Principles – online program • Outdoor Fitness	• Designing Group fitness Programs • Client screening and health assessment • Instructing and monitoring fitness programs • Working with specific population clients • Exercise science and nutrition	Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. All other practical experiences have been timetabled within class time. Log book kept approx. 40 hours	In Class Log Book	Varies
Term 2	• Assist with activity sessions • Deliver a community fitness program			In Class	Varies
Term 3	• Screening and assessing clients and group fitness • Exercise Science - Anatomy and Physiology • Cardiovascular conditioning programs			In Class	Varies
Term 4	• Exercise Science – Anatomy and Physiology (continued) • Group fitness • Gym programming			In Class Log Book	Varies
Term 5	• Programming and instruction • Introduction to specific populations • First Aid (School brings in External Provider)			In Class	Varies
Term 6	• Specific populations • Nutrition and performance • Mobility & flexibility		60 mins/week for min of 5 consecutive weeks delivering an exercise session to an adult client, undertaken at a fitness facility sourced by the school	In Class Log Book	Varies
Term 7	• Community Fitness • Specific Populations • Scenario clients (gym based)		A min 60 mins delivering a gentle exercise session to an older client (age 50+, undertaken at a fitness facility sourced by the school	In Class Log Book	Varies

Requirements: A4 lined notebook and writing materials. Please note -**This is an online course and as such a BYO Device is required by the start of Year 11.**

Cost: *Gym $140 + Binnacle Training $495 = $635 (covers both Yr 11 & Yr 12)

Fitness Passport holders and/or members of Kingaroy Fitness will not be required to pay the * $140 for gym entry.

https://www.binnacletraining.com.au/for-schools/programs/cert-iii-in-fitness-and-cert-in-sport-and-recreation/#program

Binnacle Training 2026 Course Snapshot

2026 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

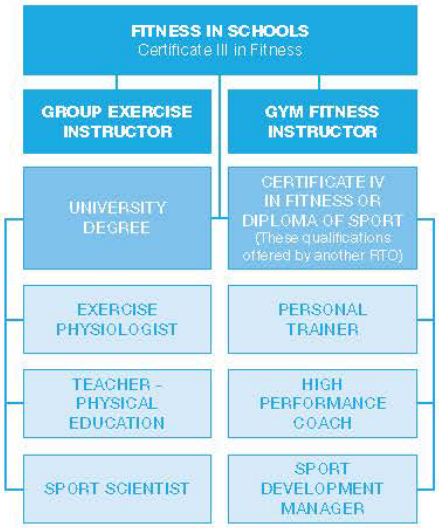
Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS | PRACTICAL-BASED LEARNING | RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

Skills Assure
Proud to be a Queensland Government subsidised training provider

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

Binnacle Training 2026 Course Snapshot

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00)
(+ First Aid $75.00)

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation **PROGRAMS** › Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Introduction to Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	**SIS20122 CERTIFICATE II IN SPORT AND RECREATION**
TERM 5	**TOPICS** › Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients (including Older Adults) **PROGRAMS** › Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Conduct a Group Session
TERM 7	**TOPICS** › N/A (Practical Term) **PROGRAMS** Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Certificate II in Hospitality (SIT20322)

Kingaroy SHS – RTO 30385

VET

This qualification provides the knowledge and skills for an individual to be competent in a range of basic food and beverage service activities in a hospitality context. Students could expect to work in various hospitality settings such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

Content and Assessment

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Year 11	**Students complete the following Units:** BSBTWK201 - Work effectively with others SITHIND006 - Source and use information on the hospitality industry SITXWHS005 - Participate in safe work practices SITXFSA005 - Use hygienic practices for food safety SITHFAB024 - Prepare and serve Non-alcoholic Beverages. SITXCCS011 - Interact with customers TLIE009 - Carry out basic workplace calculations SITXFIN007 -Process financial transactions. SITXCOM007 - Show social and cultural sensitivity.	Industry standard food and beverage preparation and service. Interpersonal skills required in the hospitality industry.	All assessment is competency based. Theory tests and practical tasks.	Industry Standards for practical work, individual / team work, class / own time. Students have the opportunity to resit tasks in order to gain competency. **Work Placement** – To achieve competency in these units, students are required to participate in Work Placement in venues outside the school. This Work Placement is out of school hours.	Practical tasks vary from 70 minutes to a number of hours eg catering function, work placement shifts.
Year 12	SITHFAB023 - Operate a bar SITHFAB022 - Clean and tidy bar areas SITHFAB027 - Provide responsible service of alcohol SITHFAB025 - Prepare and serve espresso coffee. SITHIND007- Use hospitality skills effectively SITHFAB027- Serve food and beverages	Industry standard beverage preparation and operation of a bar. Interpersonal skills required in the hospitality industry.	All assessment is competency based. Theory tests and practical tasks.	Industry Standards for practical work, individual / team work, class / own time. Students have the opportunity to resit tasks in order to gain competency. **Work Placement** – To achieve competency in these units, students are required to participate in Work Placement in venues outside the school and out of school hours. (Minimum of 12 shifts required over 2 years.)	Practical tasks vary from 70 minutes to a number of hours eg catering function, Work Placement shifts.

Content	Approx. Date	Destination	Approximate Itinerary	Assessment Item
Certificate II in Hospitality	Semester 1 Year 11	Brisbane / Sunshine Coast	One day excursion to investigate a range of hospitality establishments. Approximate cost - $65	Ongoing competency based assessment.
Certificate II in Hospitality	Semester 2 Year 12	Brisbane / Gold Coast	One or two day excursion to investigate a range of hospitality establishments. Approximate cost - $65 to $200	Ongoing competency based assessment.

Requirements: Ring Binder and paper, participation in the catering of school functions as well as training coffee shops at school and **training restaurants at a local restaurant and the RSL**. This is ***essential*** and requires the ***use of student's own time during school and own time***. Students are required to purchase a shirt and apron – approx. $40 (purchased through school). A set of "black and whites" is required for working in the restaurant and includes: girls – black knee length skirt or black trousers, and white blouse with collar, black shoes, black stockings; boys – black trousers and white shirt with collar, black bow tie and black shoes. The various uniforms are worn for all practical sessions and functions and are required in order to meet Health, Safety and Hygiene requirements.

Certificate II in Sport Coaching (SIS30321)

Kingaroy SHS – RTO 30385

VET

Course Overview & Outline

This qualification pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a coach. Possible job role titles depend on the specific sport may include assistant coach.

Packaging rules

7 units must be completed:

- 3 core units
- 4 elective units, consisting of:
  - 1 unit from Group A
  - at least 1 unit from the electives listed in Group A or Group B
  - up to 2 elective units can be selected from elsewhere in the SIS Training Package, or from any other current Training Package or accredited course.

Units of Competency

To attain a Certificate II in Sport Coaching, ALL 7 units must be achieved:

HLTAID011 - Provide First Aid	Core
SIRXWHS001 - Work safely	Core
SISSSCO002 - Work in a community coaching role	Core
SISSSCO001 - Conduct sport coaching sessions with foundation level participants	Elective
ICTICT214 - Operate application software packages	Elective
CHCVOL001 – Be an effective volunteer	Elective
SISXCAI001 - Provide equipment for activities	Elective

Assessment will be delivered using a variety of techniques including:

- Project;
- Practical Activities;
- Written activities

Course Specific Requirements

- Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.
- The core unit SISSSCO002 requires students to complete 10 hours of practice in a community coaching role in a sport of their choice.
- The elective unit CHCVOL001 requires students to complete 20 hours of volunteering activities in either a genuine or simulated environment.
- Students must achieve competency at every task and undertake their coaching practicum in an approved work placement environment, in order to be issued with a full qualification at the completion of this course.
- A Statement of Attainment will be issued for any and all units of competency offered in the qualification that have been successfully attained should the full qualification not be earned.

Certificate II in Skills for Work & Vocational Pathways (FSK20119) Kingaroy SHS – RTO 30385

VET

This certificate course provides students with a prevocational pathway to employment and vocational training. It is ***mandatory*** that students complete a work placement of 20 hours in Term 1. This subject is undertaken in Year 12.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions
CORE				
FSKLRGO11	Use routine strategies for work related learning	Literacy	Folio x2, project	In class
ELECTIVES				
SIRXWHS002	Contribute to workplace health and safety	Workplace safety	Folio, case studies, observations, short answers, work placement log book	In class, work placement
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Numeracy	Folio, written responses	In class
FSKNUM015	Estimate, measure and calculate routine metric measurements for work	Numeracy	Folio, observation, project, quiz	In class
FSKOCM007	Interact effectively with others at work	Communication	Folio, case studies, observations, short answers, work placement log book	In class, work placement
FSKRDG010	Read and respond to routine workplace information	Literacy	Folio, case studies, observations, short answers, work placement log book	In class, work placement
FSKWTG009	Write routine workplace texts	Literacy, workplace documents	Folio, observation, portfolio	In class
FSKWTG008	Complete routine workplace formatted texts	Literacy, workplace documents	Folio, observation, portfolio	In class
BSBWRT311	Write simple documents	Literacy, workplace documents	Folio, observation, portfolio	In class
FSKRDG008	Read and respond to information in routine visual and graphic form	Literacy, numeracy, workplace documents	Folio, observation, short answer questions	In class
FSKNUM017	Use familiar and routine maps and plans for work	Literacy, numeracy, workplace documents	Folio, observation	In class
FSKLRG010	Use routine strategies for career planning	Research, IT	Folio, project, portfolio	In class
FSKLRG009	Use strategies to respond to routine workplace problems	Problem solving	Folio, observation, case studies	In class
BSBPEF101	Plan and prepare for work readiness	Planning	Folio, project, portfolio	In class

Excursion: Nil
Requirements: 15 manila folders, A4 notebook

Certificate II in Workplace Skills (BSB20120)

Kingaroy SHS – RTO 30385

VET

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. Job roles relate to a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Students completing this Certificate course oversee the operation of the school tables project which requires them to call for applications, complete inspections and issue notices to students when necessary. Students must have a 'One to One' device to undertake this course.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
BSBCMM211	Apply communication skills	This qualification provides the skills and knowledge for an individual to be competent in a wide range of general Business areas. The competencies of this certificate are aimed at gaining skills relevant to the business sector and application of these skills to the standard of performance required in the workplace.	Throughout course: • Folios • Observations • Short answer questions • Assignments	Competency based continuous assessment carried out in class.	
BSBOPS201	Work effectively in business environments				
BSBPEF202	Plan and apply time management				
BSBSUS211	Participate in sustainable work practices				
BSBWHS211	Contribute to the health and safety of self and others				
BSBPEF201	Support personal wellbeing in the workplace				
BSBTEC201	Use business software applications				
FSKDIG001	Use digital technology for short and basic workplace tasks				
BSBOPS202	Engage with customers				
BSBOPS203	Deliver a service to customers				

Requirements: A BYOX or 'One to One' device is required.

Literacy

Short Course

Short Course

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

Numeracy

Short Course

Short Course

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

QCIA PATHWAY

Senior Studies Handbook

Year 11 2026

Year 12 2027

KINGAROY
STATE HIGH SCHOOL

Community, Citizenship and the Environment (CCE)

QCIA - Pathway

QCIA

Students develop knowledge, understanding and skills about communities, citizenship and the environment. They learn about active citizenship, and participate in and contribute to their local and wider communities. Students learn about changes over time and across locations. They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places. Students learn how scientific understandings can inform decision making about people, environments and their relationships.

Learning Focus	Learning Goals	Length	Assessment
History	• Past, present and future • Australian history/aboriginal history • Local historical landmarks • Important events and celebrations – personal, community, national, global	Year 11 38 weeks Year 12 37 weeks	Written - report - booklet - mapping Spoken - oral presentations - explanation - interviews - role plays Multimodal - delivery of a slide show - short video clip - poster Experiments Online learning platforms
Geography	• Mapping • Explore constructed features locally, nationally and globally • Explore why people travel to particular places • Natural disasters		
Science	• How people use Science in their everyday lives, including when caring for their environment. • Science and technology contribute to finding solutions to issues • Climate • Weather events – causes, impacts and prevention • Create a plan to use specific evidence to solve a community problem • Daily life science - Plant propagation - Inventions - Basic scientific reasoning in day to day living		
Civics and Citizenship	• Rules and laws • Government • Voting		

Excursion: Various excursions within the community which may incur a cost for bus travel and entry fees.

Requirements: BYO device, pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

English Foundations

QCIA - Pathway

QCIA

Students gain knowledge, understanding and skills in literacy and digital and other technologies. They learn to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating.

Learning Focus	Learning Goals	Length	Assessment
Personal Identity Media Matters Fact vs Fiction Social Justice and Teen Issues Current Affairs Popular Culture Future Pathways	• Oral language development • Sentence construction and deconstruction • Listen to and comprehend information presented in spoken texts and texts read aloud. • Navigate, read and view different types of texts. • Use comprehension strategies such as interpreting literal information, making inferences and predicting to explore topics. • Summarise and organise information and ideas. • Interpret implicit and explicit meaning of symbols, words and phrases. • Compare texts on similar topics or themes. • Respond to questions, sequence events and identify information from texts • Create and use information in texts to explore a topic • Comment on people, events and objects in the past, present and future and to ask questions • Compose and edit texts to record, report and represent events and ideas. • Explore and create different genres, eg. information reports, persuasive texts. • Explore attitudes, values and beliefs in different contexts.	Year 11 38 weeks Year 12 37 weeks	Written - review - report - close passage - brochure Spoken - oral presentations - debates - interviews - roleplay Multimodal - delivery of a powerpoint - short video clip - webpage Online learning platforms

Excursion: Various excursions within the community.

Requirements: BYO device, pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler, notebook and tablet.

Fitness and Well-being Foundations

QCIA - Pathway

QCIA

Students gain knowledge, understanding and skills to participate in a variety of leisure and recreation activities. They learn about different physical activities and the importance of lifelong physical activity. Students learn to identify, experience and participate in their own preferred leisure and recreation activities. They learn about their own and others' identity, health and wellbeing and ways to keep safe in the environment.

Learning Focus	Learning Goals	Length – 1 lesson per week	Assessment
Physical Activity for Leisure and Recreation	• Identify body parts and purpose • Movement Skills and challenges • Group activities and fair play • Importance of lifelong physical activity • Identify effects of regular and non-regular participation in physical education activities on own health and well being	Year 11 38 weeks Year 12 37 weeks	Work booklet Anecdotal notes Exercise circuit cards Class Book: Each student will complete a summary on a sport, sports player and sports team. Photographic evidence Written/verbal explanations Checklists Exit cards
Preferred Recreation and Leisure Activity	• Identifying preferences • Researching and reporting on a sport, sports player and sports team. • Reflecting on positive and negatives of sport • Sporting section of the local paper		
Well Being: Understanding and managing emotions	• Explore and identify with feelings and emotions • Explore ways to identify, manage and moderate emotions and emotional responses		
Interacting with others	• Show awareness and acceptance of others • Identify positive ways to initiate, join and interrupt conversation with adults and peers • Explore characteristics of cooperative behaviour and practice skills		
Safety	• Identify situations and environments that feel safe or unsafe • Water safety • Identify appropriate dress requirements for a range of activities • Managing minor injuries in the workplace and at home • Identify sun safety and care.		
Weekly Team Sport	• Participate in term recreation activity: Rotate each term eg. Tennis, Gym etc • Apply basic rules and scoring • Identify rules and play fairly when participating in physical education		
Participating in activities	• Explore ways spectators show appreciation at a show, sporting event or concert • Participating as a team player • Participate in an organised school event		

Excursion: Various excursions within the community.

Requirements: BYO device, pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

Additional Subject Cost: $50 (entry fees to external sporting agencies)

Healthy Cooking and Catering Foundations

QCIA - Pathway

QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions. They explore and take actions to keep themselves and their peers healthy through food and nutrition. They learn about safe kitchen practices. They explore the catering industry in a range of contexts.

Learning Focus	Learning Goals	Length	Assessment
Healthy Mealtime Options	• Explore healthy eating and mealtime options. • Identify appropriate behaviours when eating at a table • Identify, locate, read and interpret appropriate recipes, eg recipe book, internet • Create a list of ingredients, utensils, etc. required for the preparation of a recipe • Organise ingredients, follow recipe and create meal • Explore impacts of healthy eating and impacts of unhealthy eating on own and others' health, including messages in the media and how they relate to health decisions and behaviours	Year 11 38 weeks Year 12 37 weeks	Workbook Anecdotal Notes Checklists Photographic evidence of cooking skills Demonstrations Video clips Oral Presentations
Kitchen Operations	• Identify and implement safe kitchen practices and procedures • Identify appropriate dress requirement for food preparation • Skills include preparation of ingredients and utensils, knife skills, methods of cookery, quality control, food portion • Food presentation techniques • Purchase and storage of ingredients • Kitchen equipment selection based on production requirements, maintenance and cleaning, safe use		
Catering Interacting with others	• Literacy (reading menus and customer orders), numeracy (calculating bills, estimate room arrangements, tables, cutlery needs) and digital media skills relevant to production and service skills. • Work as a group to cater for a range of events, including community events. • Construct different menu types and plan according to context. • Customer service procedures eg addressing customer expectations, interactions and complaints. • Knowledge of social and cultural groups and their expectations • End of service procedures, safe storage, cleaning, evaluation and review. • Knowledge of different catering contexts, eg school function, coffee shop, takeaway food. • Promotion, marketing and advertising of products and services. • Personal attributes eg integrity, initiative, independence, work ethic, code of conduct, service ethos, time management • Personal presentation, eg personal hygiene and grooming, uniform requirements • Understanding of how communities provide support and care for their citizens. • Practise personal and social skills to interact with and include others.		

Excursion: Various excursions within the community.

Requirements: BYO device, pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

Additional Subject Cost: $50

Life Beyond School

QCIA - Pathway

QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions, identifying and investigating their post-school pathways. Students learn about how to set goals and make decisions to achieve them. Students learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

Learning Focus	Learning Goals	Length	Assessment
Post School Pathways	Options for living independently and interdependently • Plan transition to life beyond school, with support from peers, family, familiar adults and external community agencies.	Year 11 38 weeks Year 12 37 weeks	Exit tickets Checklists Anecdotal notes Workbook Projects Role plays Written verbal explanations
	Vocational and transition options • Identify specific experience, knowledge and skills needed to gain necessary experience in preferred post-school pathway eg resume, application forms. • Workplace, health and safety protocols		
	Accessing local and community resources • Research and access products and services to support participation in life beyond school.		
Skills for life beyond school	Self-knowledge • Identifying with skills, talents and learning styles • Explore strategies appropriate for supporting weakness and success in society and work place		
	Skills for managing self and others • Encourage others, negotiate roles and relationships and manage time and tasks		
	Independence skills • Show awareness of routines in different environment eg work, home, school, home, community		
	Goal setting and decision making • Understand and explain the importance of goal setting and self-management. • Make decisions as an individual and a member of a group when working towards and achieving goals.		

Excursion: Various excursions within the community which may incur a cost for bus travel and entry fees.

Requirements: BYO device, pencil case with pencils, eraser, pens and sharpener. Colouring in pencils, ruler and notebook

Maths Foundations

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Students develop knowledge, understanding and skills in numeracy to use in everyday situations.

Learning Focus	Learning Goals	Length	Assessment
Everyday Numeracy Skills	Understanding and using number values • Explore concepts of counting, quantity and measurement using everyday experiences eg. more and less, bigger and smaller, the same • Model, connect, represent, order and use numbers • Use language or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environment • Measure and compare size and mass of objects • Estimate the solution to a problem and then check the solution by recalling addition, subtraction, and multiplication and division facts. • Check calculations using mental, written and technology strategies. • Recognise and describe whole, halves, quarter and equal parts of an object • Understand and sequence – tenths, hundredths, 1 and 2 place decimals, fractions, decimals, simple fractions and rates • Solve problems using – halves, quarters, equivalent fractions, 10^{th},100ths, 1 and 2 place decimals, simple fractions and rates	Year 11 38 weeks Year 12 37 weeks	Work booklet Checklists Photographic evidence Written/verbal explanations Anecdotal Exit cards Problem solving real life numeracy scenarios Online learning platforms
	Applying patterns and relationship • Identify, sort, describe, continue and create simple and complex patterns • Identify, sort and match simple 2D and 3D objects • Identify, sort, match and describe symmetry, shapes and simple angles in the environment • Demonstrate an understanding of positional language eg next to, in front of		
	Using Data • Identify different types and ways of collecting and recording data • Select, ask and answer simple data gathering questions. • Collect record and display data as tables, diagrams, picture graphs and column graphs		
	Applying concepts of time • Recognise that time is used to organise and describe daily events eg before/after, earlier/later, day/night, yesterday/today/tomorrow • Recognise that time is measured in units, including hours, mins, secs, days, weeks, months, seasons and years • Describe the sequence of daily activities and special events using suitable descriptions or unit of times • Read digital and analogue times to hour, half-hour, quarter-hour and minute • Interpret and use timetables to explain travel options		
	Using money • Identify situations the purpose of money and when it is used. • Identify different values of coins and notes and use them for simple purchases • Explore how money is earnt through employment and support agencies • Explore taxes, banking and how to use money. • Explore borrowing and repaying money options • Prioritising needs and wants and allocating money accordingly, budgeting and saving plans		

Excursion: Various excursions within the community

Requirements: BYO device, pencil case with pencils, eraser, pens and sharpener. Colouring in pencils, ruler and notebook

Social Skills and Wellbeing

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Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health and wellbeing of themselves and others. They explore and take actions to keep themselves and their peers healthy and safe in a range of environments. They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older.

Learning Focus	Learning Goals	Length	Assessment
Identity	Resilience • Explore and practise strategies to use when feeling uncomfortable or unsafe, or needing help with a task, problem or situation	Year 11 38 weeks Year 12 37 weeks	Exit tickets Checklists Anecdotal notes Workbook Projects Role plays
	Self –Identity and others' identities • Explore personal interests, strengths, interests, weaknesses, skills and achievements contribute to family, school life and community.		
	Values and Ethics • Identify and describe ethical concepts arising in familiar contexts eg. right and wrong, respect, honesty, fairness, and justice, equality and equity • Explore values that may be accepted or not accepted in communities.		
Health and Wellbeing	Physical and Social Development • Explore how their body is growing and changing. • Explore strategies to manage physical, emotional and social changes		
	Understanding and Managing Emotions • Explore strategies to manage and moderate emotions in familiar and unfamiliar situations.		
	Safety • Explore strategies that promote wellbeing, safe practices and protective behaviour.		
	Interacting with Others • Contribute to groups and teams, suggesting improvement in methods used for group projects.		
	Relationship • Identify different types of relationships within and beyond the family • Identify ways to care for others, including ways of making and keeping friends. • Explore the connection between intimate relationships and reproductive and sexual health.		

Excursion: Various excursions within the community and guest speakers.

Requirements: BYO device, pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

Technology and Programming Foundations

QCIA - Pathway

QCIA

Students gain knowledge, understanding and skills in digital technologies, with a focus on robotics, programming, film making and 3D design. They build and code robots using Scratch, Wonder, JavaScript and Python, and solve problems individually and in teams. In film making, they plan and produce stop-motion animations using digital tools. With the use of Tinkercad, students design and 3D print simple models, including functional car prototypes, developing creativity and practical tech skills.

Learning Focus	Learning Goals	Length	Assessment
Robotics and Coding/ Programming	• Explore and experiment with entry level robot • Solve proposed problems in both individual and group situations • Build and program intermediate robots • Use sensors to perform advanced functions • Complete programming challenge using Scratch, Wonder, JavaScript and Python programming language.	Year 11 38 weeks Year 12 37 weeks	• Observations • Video recording • Checklists • Oral/ Multimodal Presentations
Film Making	• Plan an animation project • Operate stop motion tools (eg camera, tablet, apps, programs) • Demonstrate basic animation techniques • Follow production processes		
Design and 3D Printing	• Explore features of Tinkercad • Create and print simple 3D designs • Use Tinkercad to design two functional car models		

Requirements: BYO Device, pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.