YEARS 11-12
Curriculum Handbook

2026

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Downlands College

TOOWOOMBA QUEENSLAND AUSTRALIA

Years 11-12

Curriculum Handbook 2026

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The Downlands Prayer

Lord, be with us in our studies that we may master the difficulties and be formed by wisdom and knowledge.

Be with us in our sport, that we may win without boasting, lose without begrudging.

Be with us in our leisure time, that our pleasures bring us no shame, but rest to our bodies, peace to our minds.

Be with us with our friends, that we may be ready to help whatever the cost, bring happiness wherever we go.

Be with us in the Chapel, that we pray and listen and worship and let you guide our lives.

Lord, make us strong in faith, courageous to follow your call, true to you, to Downlands, to ourselves.

Amen.

Contents

- Please note: Correct at time of publication.
- Some subjects may not be timetabled if there is insufficient demand.

Downlands College

Downlands College is a Catholic school owned and conducted by the Missionaries of the Sacred Heart. It first opened in 1931 as a boarding school for boys. Today, Downlands is a vibrant, co-educational day and boarding school for students in Prep to 12.

Downlands nurtures a strong religious spirit marked by the gospel values of faith and community. The College motto is Fortes in Fide, Strong in Faith. Our faith is based on a belief in, and a commitment to, a loving God, while community is that sense of identity which unites students, families and staff in Christ. We value truth, learning and respect for the individual as essential features of the education process. In the search for truth, Downlands encourages students to integrate faith with life.

(Extract from: MSC Philosophy of Education)

"Christ is the foundation of the whole educational enterprise in a Catholic school"

The Catholic School #34

"The community aspect of the Catholic school is necessary because of the nature of faith and not simply because of the nature of the person and the nature of the educational process which is common to every school."

The Catholic School #54

Education is not given for the purpose of gaining power but as an aid towards a fuller understanding of, and communion with people, events and things. Knowledge is not to be considered as a means of material prosperity and success, but as a call to serve and to be responsible for others."

The Catholic School #56

Our Mission

An MSC school holds teaching through relationships as a core value.

The heart is our code word and draws us to our Mission.

In the light of our philosophy, our mission as teachers in an MSC school is to draw our students into the pursuit of truth and excellence by fully embracing and engaging with the world in which we live. The College aims to:

- nurture a strong religious spirit by providing opportunities for students to grow in a real relationship with Christ, in an understanding of the tenets of the Catholic faith, and in commitment to service of others;
- form the hearts of students in Spirituality of the Heart so that they can live hopeful, meaningful and purposeful lives;
- help every student strive for the highest level of achievement in learning of which they are capable;
- nurture the powers of reasoning and critical thinking in students;
- create a climate of trust and freedom, openness and cooperation, which will foster the affective and moral growth of students;
- promote a spirit of reverence and respect for sacred things and for one another in a way that leads to gentle social relationships;
- create a family atmosphere conducive to a sense of peace and belonging;
- encourage a sense of personal integrity, responsibility, initiative and perseverance;
- foster a sense of care and compassion for one another, especially for the less advantaged, in both the College and the wider community;
- equip students for leadership in public and private life.

"... the Catholic school is particularly sensitive to the call from every part of the world for a more just society..."

The Catholic School #58

As teachers in an MSC school, we are committed to:

- being diligent and committed to the life-long development of our professional practice;
- maintaining currency and expertise in subject area, contemporary pedagogy and technological advances;
- recognising that good teaching is about the creation of a web of relationships that includes our own lives, the lives of our students and their families and the lives of our colleagues;
- recognising that when we create relational learning communities we contribute to the formation of the hearts of our students;
- offering hope to our students by drawing deeper meaning from the events of the world in which we live, thus incorporating faith with life. (Extract from: Principles of MSC Education, 2017)
- creating an environment where students can become reflective, heart-centred people with an understanding of God's love for them.

"Beloved, let us love one another, because love is from God. Whoever does not love does not know God, for God is love." 1 John 4:7-8

At Downlands there is *a niche for every student*. Our goal is to have happy students who perform to their personal best in all situations and who take responsibility for their learning and relationships. We journey with each individual student academically and pastorally to provide the best possible school and post-school pathway.

Stephen Koch, Principal

Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

Curriculum Policy

Curriculum at Downlands College encompasses all the learning experiences that are planned, guided and supported by the school. The needs, talents, abilities, and interests of the individual student form the centre around which our curriculum is developed. The whole environment of the school, with its many varied experiences, as well as the valuable traditions of the past, contributes to the total growth of each student. At the same time, each student should contribute something to the development of the curriculum in its widest sense.

Downlands College curriculum policy reflects gospel values, particularly those stressed in the statement of the College's philosophy: faith, respect for the individual, truth and learning, and community.

"Its (i.e. the Catholic school) is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian."

The Catholic School #87

Care for the individual in the curriculum will be shown in many ways:

- by offering courses that will meet individual needs as closely as possible; this implies a wide variety of courses, different levels within these courses, flexibility of programming, challenging courses, special education programs and preparation for life in the post school years
- teaching methods and attitudes that promote mutual respect and warm relationships between teachers and students
- the study of options that promote respect for others, especially the less advantaged
- careful and realistic guidance to students in subject choice and learning pathways
- acknowledgement of achievement at whatever level in all activities
- provision of optional activities to meet the interests of as many students as possible
- staff development opportunities to meet the changing needs of teachers.
- Downlands College education policies and procedures adheres to the Alice Springs (Mparntwe) Education Declaration (2019).

In emphasising truth and learning, Downlands College aims to help students strive for the highest level of achievement in learning of which they are capable. While excellence can be seen as an absolute, there is a relative level at which individuals should be challenged to perform excellently with their respective talents. We encourage all students to attain this level. Serious study is stressed, as well as critical thinking and openness to religious values.

"It must never be forgotten that the purpose of instruction at school is education, that is, the development of the person from within, freeing him/her from that conditioning which would prevent him/her from becoming a fully integrated human being."

The Catholic School #28

Teaching programs for various subjects should include, where possible, the study of issues, texts and ideas which allow discussion of topics connected with the gospel values that are integral to College life. Thus, respect for the individual will be fostered through the understanding of issues connected with justice and peace and with the needs of all in the community. Faith and community will be enhanced by class activities which express those values. Downlands recognises that curriculum needs regular evaluation to ensure it is relevant to the changing situations and times in which members of the College community find themselves.

Senior Education Profile

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

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

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

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

Short Courses

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

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

Underpinning factors

All Senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational education & training (VET)

Students can access VET programs through the school if it:

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

Students undertaking a VET course/qualification require a USI (Unique Student Identifier) www.usi.gov.au

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics - Common internal assessment

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

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

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

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

Summative internal assessment - instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

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

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

The Senior External Examination is for:

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

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

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/Senior/see.

Assessment

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

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

Short Courses

Course overview

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

Short Courses are available in:

- Literacy
- Numeracy

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

VET Courses

Course Overview

VET courses are industry endorsed and nationally recognised qualifications. In undertaking a VET course or qualification students follow a learning sequence which is outlined in a Training and Assessment Strategy (TAS). The TAS details all course requirements including projects and assessment tasks.

Structure

VET courses are comprised of Core and Elective units of competency. Each VET course has its own Packaging Rules which indicate the number and name of all Core units of competency and the available Elective units of competency. VET courses at Downlands College are either offered by Downlands College RTO 30039 or in partnership with Binnacle Training RTO 31319.

Assessment

Assessment in a VET course aims to gather Knowledge evidence and Performance evidence which enables a VET teacher/trainer and assessor to make decisions about whether or not a student has achieved competency. A student who is deemed competent has fully met the requirements of a VET course. VET assessment tasks are organised into projects and typically involve such things as observation checklists, written or oral questions, folios, logbooks, demonstrations, product development and/or service periods. VET courses contribute credits towards a QCE. VET courses at Certificate III level and above can contribute to an ATAR. .

In our MSC schools, no one is a stranger, no one is a foreigner,
we are all one in the Heart of Christ. (Jules Chevalier: Le Sacré Coeur)

Downlands College Years 11 and 12 Subjects 2026

List of Subjects: General and Applied

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

English

General

- English
- Literature

Applied

- Essential English

Humanities

General

- Accounting
- Ancient History
- Business
- Geography
- Legal Studies
- Modern History
- Study of Religion

Applied

- Religion and Ethics

Technologies

General

- Design
- Digital Solutions
- Engineering
- Food & Nutrition

Applied

- Industrial Technology Skills
- Information & Communication Technology

Health and Physical Education

General

- Health
- Physical Education

Applied

- Early Childhood Studies
- Sport and Recreation

Science

General

- Agricultural Science
- Biology
- Chemistry
- Physics

Languages

General

- French
- Japanese

The Arts

General

- Dance
- Drama
- Film, Television and New Media
- Music
- Music Extension
- Visual Art

Applied

- Visual Arts in Practice

SOME POINTS TO NOTE:

Distance Education could be available for students wanting to pursue a subject if there are insufficient numbers for the subject to be offered at Downlands. Students will need to meet the requirements of the School of Distance Education to enrol in Distance Education courses. The cost of this course through School of Distance Education is covered by the family and for 2025 is approximately $1709.79 for a full year. This cost is affected by CPI and can therefore increase. Please note any textbooks associated with these subjects are an additional cost to the course.

Downlands College Years 11 and 12 Subjects 2026

List of VET Subjects/ Courses by Industry Area

Agriculture, Horticulture and Conservation and Land Management Training Package

- AHC21216 Certificate II in Rural Operations

  This qualification is taught separately at school and equal to ONE subject choice.

Business Services Training Package

- BSB30120 Certificate III in Business

  This qualification is taught separately at school and equal to ONE subject choice.

Construction, Plumbing and Services Training Package

- CPC20220 Certificate II in Construction Pathways

  This qualification is taught separately at school and equal to ONE subject choice.

Metal and Engineering Training Package

- MEM20422 Certificate II in Engineering Pathways

  This qualification is taught separately at school and equal to ONE subject choice.

Tourism, Travel and Hospitality Training Package

- SIT20421 Certificate II in Cookery

  This qualification is taught separately at school and equal to ONE subject choice.

Sport, Fitness and Recreation Training Package

- SIS30321 Certificate III in Fitness

  This qualification is taught separately at school and equal to ONE subject choice.

APPENDIX I

Queensland Certificate of Education

APPENDIX II

Plan your pathway

APPENDIX III

QCE learning options

APPENDIX IV

Names of Curriculum Leaders email addresses

SOME POINTS TO NOTE:

- **VET subjects/courses contribute credits towards the Queensland Certificate of Education**
- **Higher level Certificate III and Certificate IV VET subjects/courses can contribute to an ATAR**
- **A student can complete several VET subjects/courses across different industry areas**

General Mathematics

General Senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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

At Downlands, we model a similar assessment structure in Year 11 as students will experience in Year 12. Students complete a combination of assignments and exams during the two units.

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

Summative assessments

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

Mathematical Methods

General Senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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

At Downlands, we model a similar assessment structure in Year 11 as students will experience in Year 12. Students complete a combination of assignments and exams during the two units.

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

Summative assessments

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

Like water, be gentle and strong.

Be gentle enough to follow the natural paths of the earth; and be strong enough to rise up and reshape the world.

Brenda Peterson

Specialist Mathematics

General Senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	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

At Downlands, we model a similar assessment structure in Year 11 as students will experience in Year 12. Students complete a

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

Summative assessments

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• Examination - combination response</td></tr>
</table>

Blessing...

Perhaps we bless each other all the time, without even realising it. When we show kindness and compassion to another we are setting a blessing in train. There is a way in which an act of kindness done becomes an independent luminous thing, a kind of jewel box of light that might conceal itself for days or years until one day, when you are in desperate straits, you notice something on the floor at your feet. You reach for it and discover exactly the thing courage and vision for which you desperately hunger.

John O'Donohue

Essential Mathematics

Applied Senior subject

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

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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 data • 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

At Downlands, we model a similar assessment structure in Year 11 as students will experience in Year 12. Students complete a combination of assignments and exams during the two units.

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

English

General Senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • 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.

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%

Literature

General Senior subject

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

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

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

Pathways

A course of study in Literature promotes

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Essential English

Applied Senior subject

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

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

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

Pathways

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

Objectives

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

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

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

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

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

Summative assessments

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

Accounting

General Senior subject

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.

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

General Senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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 - Akhenaten • Personality from the Ancient World 2 - Hatshepsut	Reconstructing the ancient world • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III	People, power and authority Schools select one of the following historical periods to study in this unit: • Ancient Rome — Civil War and the breakdown of the Republic • Julius Caesar Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

Assessment

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

Summative assessments

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

What then is involved in honouring a person?

It means leaving oneself open to the impact of the other's personality, and giving a positive recognition and a loving response to the other's concrete reality as one experiences it, and to the other's attitudes which... are free, transient, and unpredictable. In honouring the other's heart, one honours the original, innermost, formative centre of the other's attitudes.

Karl Rahner, 'Some theses on the theology of devotion' in Josef Stierli (ed) Heart of the Saviour: a symposium on Devotion to the Sacred Heart, (1957) p.136

Business

General Senior subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	Business growth • Establishment of a business • Entering markets	Business diversification • Competitive markets • Strategic development	Business evolution • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination - combination response	25%

Geography

General Senior subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	Planning sustainable places • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	Responding to land cover transformations • Land cover transformations and climate change • Responding to local land cover transformations	Managing population change • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination - combination response	25%

Japanese

General Senior subject

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

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from 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
My world • Family/carers • Peers • Education	Exploring our world • Travel and exploration • Social customs • Japanese influences around the world	Our society; culture and identity • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	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%

We will be attentive to all human needs and aspirations, such as the need to be respected as persons, the need for love and truth, for freedom, justice and truth and the search for meaning in life.

MSC Constitutions # 24

Legal Studies

General Senior subject

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History

General Senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	Movements in the modern world Schools select **two** of the following topics to study in this unit: • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)	National experiences in the modern world • Germany since 1914 (World War I begins) • Israel since 1917 (announcement of the Balfour Declaration)	International experiences in the modern world Schools select one of the following topics to study in this unit: • Australia in Asia (Vietnam War) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) Topic 2 Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented

Assessment

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

Summative assessments

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

Study of Religion

General Senior subject

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	Religion and ritual • Lifecycle rituals • Calendrical rituals	Religious ethics • Social ethics • Personal ethics	Religion, rights and relationships • Religion and the nation-state • Human existence and rights

Assessment

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

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

Summative assessments

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

Religion & Ethics

Applied Senior subject

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects

Structure

Religion & Ethics s 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.

Year 11	
Unit 1	Sacred Stories
Unit 2	Social Justice
Year 12	
Unit 3	World Religion and Spiritualities
Unit 4	Meaning, Purpose and Expression

Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	Product/Plan/Campaign One of the following • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 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, or 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Design

General Senior subject

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.

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

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.

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%

Engineering

General Senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. 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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination - combination response	25%	Summative external assessment (EA): • Examination - combination response	25%

Food & Nutrition

General Senior subject

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.

Objectives

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.
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%

Industrial Technology Skills

Applied Senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
• Unit option M • Unit option N • Unit option T • Unit option V	• Furniture-making (Furnishing Skills) • Cabinet making (Furnishing Skills) • Computer-aided manufacturing drafting (Industrial Graphics Skills) • Graphics for the construction industry (Industrial Graphics Skills)

Assessment

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

Furnishing Skills		
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 procedures.	Practical Demonstration Practical demonstration: the skills and procedures used in 3-5 production processes Documentation Mulimodal (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 Mulitmodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Industrial Graphics Skills		
Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, and production skills procedures.	Practical Demonstration of Drafting Drawings: the skills and procedures used in 3-5 production processes Documentation Mulimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	Unit-specific product Drawings: drawings drafted using the skills and procedures in 5-7 production processes Drawing process Mulitmodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Information & Communication Technology

Applied Senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Structure

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

Unit option	Unit title
• Unit option A • Unit option B • Unit option C • Unit option D • Unit option E • Unit option F	• Robotics • App development • Audio and video production • Layout and publishing • Digital imaging and modelling • Web development

Assessment

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

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Health

General Senior subject

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) • Body image (elective)	Community as a resource for healthy living • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	Respectful relationships in the post-schooling transition

Assessment

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

In Units 3 and 4 students complete four summative assessments. 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	25%	Summative external assessment (EA): • Examination - extended response	25%

Physical Education

General Senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics 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 in physical activity

Assessment

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

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

Summative assessments

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

Early Childhood Studies

Applied Senior subject

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 • Unit option B • Unit option D • Unit option E	• Play and creativity • Literacy and numeracy • Children's wellbeing • Indoor and outdoor environments

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

Sport & Recreation

Applied Senior subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

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 F • Unit option D • Unit option G • Unit option J	• Emerging trends in sport, fitness and recreation • Coaching and officiating • Event management • Optimising performance

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 Investigation, plan 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

Agricultural Science

General Senior subject

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts 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 agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe 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
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	Resources • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	Agricultural production • Animal production B • Plant production B • Agricultural enterprises B	Agricultural management • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

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

Summative assessments

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

Biology

General Senior subject

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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.

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

Summative assessments

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<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination - combination response</td></tr>
</table>

Chemistry

General Senior subject

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Physics

General Senior subject

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

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Dance

General Senior subject

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.

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

Summative assessments

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

Drama

General Senior subject

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.

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

Summative assessments

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

Film, Television & New Media

General Senior subject

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	Stories • Representations • Audiences • Languages	Participation • Technologies • Audiences • Institutions	Artistry • Technologies • Representations • Languages

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination - extended response</td></tr>
</table>

Music

General Senior subject

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Music Extension - Composition, Musicology and Performance

Music Extension (Composition)

General Senior subject

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.

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.

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

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

- analyse music
- apply literacy skills
- evaluate music.
- apply compositional devices
- manipulate music elements and concepts
- resolve 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).

Summative assessments

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 (EA): 25% • Examination - extended response			

Music Extension (Musicology)

General Senior subject

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.

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.

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

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

- analyse music
- apply literacy skills
- evaluate music.
- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

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).

Summative assessments

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			

Music Extension (Performance)

General Senior subject

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.

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 express music ideas to realise their performances.

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

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

- analyse music
- apply literacy skills
- evaluate music.
- 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).

Summative assessments

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			

And in all learning we remember that ultimate truth is found in God, and it is that truth that makes us free.

John 8 : 32

Visual Art

General Senior subject

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

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

Pathways

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

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

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

Objectives

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

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

Structure

Unit 1	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 and personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation - inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project - inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project - inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination - extended response</td></tr>
</table>

Visual Arts in Practice

Applied Senior subject

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

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

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

Pathways

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

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

Objectives

By the conclusion of the course of study, students 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 • Unit option B • Unit option C • Unit option D	• Looking inwards (self) • Looking outwards (others) • Clients • Transform and 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 One of the following: 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 One of the following: • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

AHC Agriculture, Horticulture and Conservation and Land Management Training Package

AHC21216 - Certificate II in Rural Operations

Offered by Downlands College RTO - 30039; Nationally recognised training.
QCE Core Learning - up to 4 QCE Credits; VET Qualification; Does not contribute to an ATAR.
Undertaken across Years 11 and 12. Enrolment requires a USI.

Nationally Recognised Training

Qualification Description

AHC21216 Certificate II in Rural Operations is a vocational qualification from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package. This course has an emphasis on practical learning and gives students an opportunity to complete both individual and team-based activities. Achievement of this qualification provides a student with a set of competencies which may lead to pathways into employment and/or further study in an agricultural or related working environment.

Packaging Rules

To be awarded this qualification, competency must be achieved in a total of fifteen (15) units of competency consisting of:

- three (3) core units of competency
- twelve (12) elective units of competency

Core Units of Competency	Elective units of Competency
AHCWRK204 - Work effectively in the industry AHCWRK209 - Participate in environmentally sustainable practices AHCWHS201 - Participate in work health and safety processes	AHCINF206 - Install, maintain and repair farm fencing AHCLSK223 - Carry out regular livestock observation AHCLSK225 - Identify and mark livestock AHCLSK229 - Provide feed for livestock AHCMOM204 - Undertake operational maintenance of machinery AHCMOM304 - Operate machinery and equipment AHCWRK213 - Participate in workplace communications AHCWRK214 - Observe workplace quality assurance procedures AHCWRK215 - Collect and record production data AHCBAC205 - Assist agricultural crop establishment AHCLSK221 - Assist with feeding in a production system AHCWRK210 - Observe and report on weather

Assessment

Assessment reflects activity in agricultural work environments and includes the completion of projects, simulated workplace scenarios, observations, verbal questioning and written tasks. Work experience is recommended to enhance learning outcomes, however, is not compulsory. At the end of Year 12 students will receive a Certificate or Statement of Attainment. A certificate is awarded to students who have fully met all course requirements.

BSB Business Services Training Package

BSB30120 - Certificate III in Business

Offered at Downlands College in partnership with BINNACLE TRAINING RTO - 31319
Nationally recognised training.
QCE Core Learning - 8 Credits; Vocational Qualification; Can contribute to an ATAR.
Undertaken across Years 11 and 12. Enrolment requires a USI.
International students are unable to access the Vocational Education Training courses offered by Binnacle Training.

Qualification Description

BSB30120 Certificate III in Business is a nationally recognised and endorsed vocational qualification from the BSB Business Services Training Package. It reflects the role of individuals in a variety of Business Services. Achievement of this qualification provides a student with a set of competencies across a range of routine and operational tasks that require technology and business skills which can lead to pathways into employment and/or further study in business contexts.

Units of Competency
BSBPEF201 – Support personal wellbeing in the workplace
BSBWHS311 – Assist with maintaining workplace safety
BSBSUS211 – Participate in sustainable work practices
BSBTWK301 – Use inclusive work practices
BSBXCM301 – Engage in workplace communication
BSBCRT311 – Apply critical thinking skills in a team environment
BSBPEF301 – Organise personal work priorities
BSBXTW301 – Work in a team
BSBTEC301 – Design and produce business documents
BSBWRT311 – Write simple documents
BSBTEC201 - Use business software applications
BSBTEC203 - Research using the internet
FNSFLT311 – Develop and apply knowledge of personal finances

Assessment

Assessment reflects activity in business environments and includes the completion of projects, simulated workplace scenarios, observations, verbal questioning and written tasks. Work experience is recommended to enhance learning outcomes, however, is not compulsory. At the end of Year 12 students will receive a Certificate or Statement of Attainment. A Certificate is awarded to students who have fully met all course requirements.

Notes:

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' (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, visit: binnacletraining.com.au/rto and select 'RTO Files'.

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.

CPC08 Construction, Plumbing and Services Training Package

Nationally Recognised Training

CPC20220 - Certificate II in Construction Pathways

Offered by Downlands College Limited RTO - 30039; Nationally recognised training.
QCE Core Learning - up to 4 QCE Credits; Vocational Qualification; Does not contribute to an ATAR.
Undertaken across Years 11 and 12. Enrolment requires a USI.
Students are required to obtain a White Card.

Qualification Description

CPC20220 Certificate II in Construction Pathways is a vocational qualification from the CPC Construction, Plumbing and Services Training Package. This course has an emphasis on practical learning and gives students an opportunity to complete both individual and team-based projects. Achievement of this qualification provides a student with a set of competencies which may lead to an apprenticeship, employment and/or further study in a construction or related work environment.

Packaging Rules

To be awarded this qualification, competency must be achieved in a total of ten (10) units of competency consisting of:

- five (5) core units of competency
- five (5) elective units of competency

Core Units of Competency	Elective units of Competency
CPCCOM1012 – Work effectively and sustainably in the construction industry CPCCOM1013 – Plan and organise work CPCCOM1015 – Carry out measurements and calculations CPCCVE1011 – Undertake a basic construction project CPCCWHS2001 – Apply WHS requirements, policies and procedures in the construction industry	CPCCCM2004 – Handle construction materials CPCCCA2011 – Handle carpentry materials CPCCCM2006 – Apply basic levelling procedures CPCCCA2002 – Use carpentry tools and equipment CPCCJN2001 – Assemble components

Assessment

Assessment reflects activity in construction work environments and includes the completion of projects, simulated workplace scenarios, observations, verbal questioning and written tasks. Work experience is recommended to enhance learning outcomes, however, is not compulsory. At the end of Year 12 students will receive a Certificate or Statement of Attainment. A Certificate is awarded to students who have fully met all course requirements.

MEM05 Metal and Engineering Training Package

MEM20422 - Certificate II in Engineering Pathways

Offered by Downlands College Limited RTO - 30039; Nationally recognised training.
QCE Core Learning - up to 4 QCE Credits; Vocational Qualification; Does not contribute to an ATAR.
Undertaken across Years 11 and 12. Enrolment requires a USI.

Qualification Description

MEM20422 Certificate II in Engineering Pathways is a vocational qualification from the MEM Metal and Engineering Training Package. This course has an emphasis on practical learning and gives students an opportunity to complete both individual and team-based projects. Achievement of this qualification provides a student with a set of competencies which may lead to an apprenticeship, employment and/or further study in an engineering or related working environment.

Packaging Rules

To be awarded this qualification competency must be achieved in a total of twelve (12) units of competency consisting of:

- four (4) core units of competency
- eight (8) elective units of competency

Core Units of Competency	Elective units of Competency
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	MEM16006 - Organise and communicate information MEM18001 - Use hand tools MEM18002 - Use power tools/hand held operations MEMPE001 - Use engineering workshop machines MEMPE002 - Use electric welding machines MEMPE003 - Use oxy-acetylene and soldering equipment MSMPCI101 - Adapt to work in industry MEM11011 - Undertake manual handling

Assessment

Assessment reflects activity in engineering work environments and includes the completion of projects, simulated workplace scenarios, observations, verbal questioning and written tasks. Work experience is recommended to enhance learning outcomes, however, is not compulsory. At the end of Year 12 students will receive a Certificate or Statement of Attainment. A Certificate is awarded to students who have fully met all course requirements.

Costs

$150 for Personal Protective Equipment (PPE).

SIT Tourism, Travel and Hospitality Training Package

SIT20421 - Certificate II in Cookery

Nationally Recognised Training

Offered by Downlands College Limited RTO - 30039; Nationally recognised training.
QCE Core Learning - up to 4 QCE Credits; Vocational Qualification; Does not contribute to an ATAR.
Undertaken across Years 11 and 12. Enrolment requires a USI.

Qualification Description

SIT20421 Certificate II in Cookery is a vocational qualification from the SIT Tourism, Travel and Hospitality Training Package. This course has an emphasis on practical learning and gives students an opportunity to complete both individual and team-based projects. Achievement of this qualification provides students with a set of competencies which may lead to employment and/or further study in a cookery or related working environment.

Packaging Rules

To be awarded this qualification, competency must be achieved in a total of thirteen (13) units of competency consisting of:

- seven (7) core units of competency
- six (6) elective units of competency

Core Units of Competency	Elective units of Competency
SITHCCC023 - Use food preparation equipment SITHCCC027 - Prepare dishes using basic methods of cookery SITHCCC034 -Work effectively in a commercial kitchen SITHKOP009- Clean kitchen premises and equipment SITXFSA005 - Use hygienic practices for food safety SITXINV006 - Receive, store and maintain stock SITXWHS005 - Participate in safe work practices	SITHCCC024 - Prepare and present simple dishes SITHCCC025 - Prepare and present sandwiches SITHCCC028 - Prepare appetisers and salads SITHCCC029 - Prepare stocks, sauces and soups SITXFSA006 - Participate in safe food handling practices SITXCCS011 - Interact with customers

Assessment

Assessment reflects activity in hospitality industry kitchens such as cafes and restaurants as well as in events management environments where food is prepared and involves the completion of projects, simulated workplace scenarios, observations, verbal questioning and written tasks. Work experience is recommended to enhance learning outcomes, however, is not compulsory. At the end of Year 12 students will receive a Certificate or Statement of Attainment. A Certificate is awarded to students who have fully met all course requirements.

SIS Sport, Fitness and Recreation Training Package

SIS30321 - Certificate III in Fitness and SIS20122 Certificate II in Sport and Recreation

Nationally Recognised Training

Offered at Downlands College in partnership with BINNACLE TRAINING RTO - 31319
Nationally recognised training.
QCE Core Learning - 8 Credits; Vocational Qualification; Can contribute to an ATAR.
Undertaken across Years 11 and 12. Enrolment requires a USI.
International students are unable to access the Vocational Education Training courses offered by Binnacle Training.

Qualification Description

SIS30321 Certificate III in Fitness and SIS20122 Certificate II in Sport and Recreation is a vocational qualification from the SIS Sport, Fitness and Recreation Training Package. Achievement of this qualification provides a student with a set of competencies that lead to pathways into employment and/or further study in the fitness or related work environments.

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)

Assessment

Assessment reflects activity in the fitness work environments and includes the completion of projects, workplace scenarios, observations, online questioning and written tasks. Work experience is recommended to enhance learning outcomes, however, is not a mandatory requirement. At the end of Year 12 students will receive a Certificate or Statement of Attainment. A Certificate is awarded to students who have fully met all course requirements.

Note:

SIS30321 Certificate II in Sport and Recreation is an embedded qualification and an additional outcome from participation in the above program.

Students require a Downlands College sports uniform for practical 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' (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, visit: binnacletraining.com.au/rto and select 'RTO Files'.

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.

Changes to senior schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information.

Senior Education Profile

Queensland students receive a Senior Education Profile from the QCAA when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

Statement of results

The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

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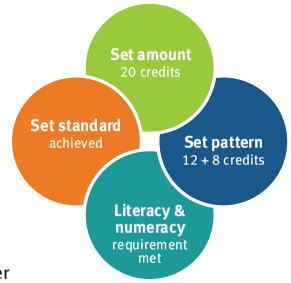
For all Queensland schools

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

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With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	**Core**	**Up to 4 per course**	**All subjects may contribute**
Applied subjects Applied subjects focus on practical skills and prepare you for work.	**Core**	**Up to 4 per course**	**Only 1 may contribute** when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	**Preparatory or Complementary** depending on course	**1 per course**	**Short Courses do not contribute**
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	**Core, Preparatory or Complementary** depending on course	**Up to 8 per course**	**Only 1 may contribute** at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	**Core, Preparatory or Complementary** depending on course	**As recognised by QCAA**	**Check with QTAC** depends on course

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

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For all Queensland schools

APPENDIX IV Curriculum Leaders Contact Information

PHONE - 07 4690 9500

Team Leader Studies	Ms Peita Canning	canninp@downlands.qld.edu.au
The Arts	Mrs Kim Murray	murrayk@downlands.qld.edu.au
English	Ms Whitney McCarthy-Cole	mccartw@downlands.qld.edu.au
Humanities	Ms Jan Lowry	lowryj@downlands.qld.edu.au
Learning Pathways	Mrs Katie Wright	wrightk@downlands.qld.edu.au
Learning Enhancement	Ms Sharon Thanabal	thanabs@downlands.qld.edu.au
Mathematics	Mr Piers Dudin	piers.dudin@downlands.qld.edu.au
Physical Education and Health	Miss Maggie Pembroke	pembrom@downlands.qld.edu.au
Religious Education	Mr Michael Montafia	montafm@downlands.qld.edu.au
RTO Manager and VET Coordinator	Ms Jennifer Stevenson	jennifer.stevenson@downlands.qld.edu.au
Science	Mrs Leanne Colthup	colthul@downlands.qld.edu.au
Technologies	Ms Jade Kearney	kearnej@downlands.qld.edu.au

APPENDIX V RTO 30039 complaints and appeals procedure

VET student complaints and appeals are managed by Downlands College RTO in a fair, efficient and effective manner. Complaints and appeals may arise when a student is dissatisfied with any aspect of their vocational learning. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to both an informal complaint or appeal process and a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 60 calendar days of the receipt of the written complaint by the RTO Manager, Ms Jennifer Stevenson (jennifer.stevenson@downlands.qld.edu.au).

The RTO Manager will keep a Register of Complaints and Appeals which documents all formal complaints and their resolution. Any substantiated complaints will be included in the continuous review of RTO and VET development and/or refinement.
VET Student Handbook 2024

Informal complaint or appeal

The initial stage of any complaint or appeal shall be for the complainant or appellant to communicate directly to the RTO VET Teacher/Trainer and Assessor who will make a decision and record the outcome of the complaint or appeal.
Students dissatisfied with the outcome of the complaint or appeal to the RTO VET Teacher/Trainer and Assessor may then communicate the complaint to the RTO Manager who will make a decision in regards to proceeding with a formal complaint or appeal process.

Students dissatisfied with the outcome of the informal complaint or appeal may initiate a 'formal complaint or appeal' with the RTO Manager, Ms Jennifer Stevenson (jennifer.stevenson@downlands.qld.edu.au).

Formal complaint or appeal

A formal complaint or appeal may only proceed after an informal complaint or appeal procedure has been attempted and will follow these steps:

- All formal complaints or appeals will be in writing addressed to the Principal or Principal's delegate and submitted to the RTO Manager;
- On receipt of a formal complaint or appeal the RTO Manager, shall reply in writing to acknowledge receipt of the complaint or appeal, then inform the Principal or Principal's delegate;
- The RTO Manager and the Principal or Principal's delegate will meet to discuss the formal complaint or appeal and either make a decision or convene an independent panel to hear the formal complaint or appeal; this shall be the 'Formal Complaint and Appeal Committee' and will consist of members who have not been involved in the issue to this point. The Committee may include the Principal, the Principal's delegate, the RTO Manager and a member of College teaching staff and a representative of the wider College community;
- When a decision is reached this will be communicated in writing to the formal complainant/appellant within 60 calendar days of the complaint or appeal being received as well as being recorded on the Downlands College RTO Complaints and Appeals Register;
- If the decision will take longer than 60 calendar days, the complainant/appellant will be notified in writing of the reasons why a decision has not been reached and provide regular updates regarding the progress of the matter;
- The complainant/appellant shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation;
- A relevant staff member, third party, or another student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation;
- The Complaint and Appeal Committee will make a decision on the formal complaint or appeal;
- The Complaint and Appeal Committee will communicate its decision on the complaint to all parties in writing and this will be recorded on the RTO Complaints and Appeals Register;
- If the complainant/appellant is still not satisfied, the Principal will appoint an independent third party (outside the RTO) to mediate with costs if applicable, being communicated to all parties prior to commencement;
- If the complainant/appellant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au);
- After the complaint or appeal is finalised the RTO Manager will organise a meeting of relevant parties to review the decision and outcome and evaluate the policies, procedures and strategies of the RTO in order to take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

Downlands College

TOOWOOMBA QUEENSLAND AUSTRALIA

A Missionaries of the Sacred Heart College

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