Warwick State High School



Year 11-12 Information Booklet 2027 – 2028

~ Excellence Through Effort ~

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Message from the Principal



Thank you for entrusting us with the education of your child at Warwick State High School. We pride ourselves on building a positive school culture based on our values of Respect, Responsibility and Relationships. Teachers ensure that students are supported in their learning through the use of Relational Pedagogy.

Your child will have access to a variety of opportunities through the wide range of curricular and co-curricular offerings we have at Warwick State High School.

Before starting at this school, all new students and their parent/caregiver are required to attend an enrolment interview. These interviews allow us the opportunity to ensure a smooth transition to Warwick State High School for your child.

The following documents are to be returned to the school, fully completed, and then an interview will be scheduled at a convenient time.

- Application for Student Enrolment
- Birth Certificate (to be sighted only)
- Student Resource Scheme forms - Participation Agreement (compulsory)
- Court Orders (if applicable)

Thank you once again for choosing Warwick State High School.

Mr Will Curthoys
Principal



Mrs Michelle Ferdinand
Deputy Principal



Mr Dan Finn
Deputy Principal



Mr Daryl Thompson
Deputy Principal
Monday - Thursday



Mrs Tanya Wright
Deputy Principal
Friday

Warwick State High School

15 Palmerin Street WARWICK 4370

PO Box 67 WARWICK 4370

Email: principal@warwickshs.eq.edu.au
Website: www.warwickshs.eq.edu.au
Phone: 4666 9222
Office hours: 8.00am - 4.00pm

"Virtute et Labore" – Excellence through Effort



Founded in 1912, Warwick State High School is one of the oldest educational institutions in Queensland. Our gracious heritage buildings reflect a proud tradition of educational excellence while modern classrooms and modern facilities provide the environment and resources to prepare our students for the challenges of the 21st century.

Contact Phone Numbers and Emails

Office	4666 9222
Student Payments / Resources	4666 9232
Student Attendance / Leave Passes	4666 9263
Student Absence Line	4666 9266
Canteen	4666 9219
Special Needs and Support Group	4666 9216
Industry Liaison Officer (School Based Apprenticeships/Work Experience)	4666 9231

Head of Special Education Services (Acting)	Ms Jacinta Boland	jbola10@eq.edu.au

Heads of Department

English / LOTE / Humanities (Acting)	Mrs Kirsty Caterson	kcate1@eq.edu.au
Junior Secondary	Mr Nathan Rogers	nroge38@eq.edu.au
Mathematics / Science	Mr Brian Amedee	bamed2@eq.edu.au
Senior Secondary	Mr Cory Wren	cwren3@eq.edu.au
Teaching and Learning / Health and PE	Mrs Tanya Wright	twrig75@eq.edu.au
Technology	Mr Brad Hutchinson	bhutc64@eq.edu.au
The Arts	Mr Ian Follett	ifoll1@eq.edu.au

Guidance Officers	Ms Diane Baildon	dbail76@eq.edu.au
	Ms Anna Glassington	dglas17@eq.edu.au
Business Manager	Mrs Christine Holmes	cholm87@eq.edu.au

Year Level Co-ordinators

Year 7	Mrs Kirsty Wormington	kbaji0@eq.edu.au
Year 8	Miss Ella Harrison	eharr238@eq.edu.au
Year 9	Mrs Rebecca Rogers	rroge80@eq.edu.au
Year 10	Mr Ian Rowling	ibrow0@eq.edu.au
Year 11	Mrs Katrina Thomson	kthom734@eq.edu.au
Year 12	Mr Michael Tucker	mtuck61@eq.edu.au

Positive School Culture



As students of Warwick State High School we:

Connection, Safe Environment, Presence, Energy/Enthusiasm, Choice, Autonomy, Awareness, Movement, Mood, Inclusion, Edutainment, Engagement

Respect	Responsibility	Relationships
➢ Welcome everyone to our school, community and classrooms ➢ Foster belonging by accepting and celebrating diversity in our school community ➢ Use positive language in all interactions with all people ➢ Contribute to building a safe and supportive environment that demonstrates Positive School Culture	➢ Set high expectations for yourself and others ➢ Strive to achieve your personal best and support others to do the same ➢ Are punctual and prepared in all aspects of school life ➢ Seek ways to improve your learning ➢ Actively participate in the learning process	➢ Establish and maintain strong relationships with your peers, your teachers and the wider school community ➢ Have ownership over your choices and their effect on others ➢ Allow your teachers to teach and other students to learn ➢ Build confidence and capability in your peers ➢ Engage in giving and receiving feedback

School Workforce

Warwick State High School has an experienced leadership team and expert teaching staff. Students are also supported by a caring ancillary team as well as a comprehensive wellbeing team.

The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so, equips them to participate more meaningfully in society.

Guidance Officer Services

Warwick State High School has the services of a Guidance Officer 5 days/week. Services undertaken include counselling and social-emotional or mental health concerns. The Guidance Officer can liaise with outside agencies such as Headspace, CYMHS or other medical personnel to support your student. Specific completed paperwork may be required before such interventions can occur. Parents/Caregivers are encouraged to make contact with the Guidance Officer should you have concerns regarding your student. Appointments are arranged through the school office.

Student Resources – 4666 9232

The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate. Participation is for the duration of your child's enrolment at the school.

Students new to the school…..

Parents are required to complete and return the Student Resource Scheme (SRS) Participation Agreement Form when joining the scheme for the first time. If no participation form is received by the school, the parent has chosen to opt out of the SRS. The parent is then required to provide the educational resources listed in the SRS for their child. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

Warwick State High School offers a Student Resource Scheme to all students. The scheme has the approval of the school's Parent & Citizens Association and provides parents with the following general benefits:

- Minimises the cost of providing resource materials for their children
- Ensures that an adequate bank of resources is available to provide a good quality education
- Ensures all students have equal opportunity to participate in any subject
- On receipt of a signed registration form, the school will supply textbooks, equipment and resources used by the student.
- Students are to supply their own stationery, writing materials, drawing sets, cooking materials and some protective clothing used in special areas.

School Houses

There are four school houses. Students are allocated a house on enrolment. All siblings are placed in the same house. Houses are:

Barnes (Bear) Green Cunningham (Cobra) Gold Hamilton (Hawk) Red Leslie (Viking) Blue



Curriculum

Warwick State High School offers a broad curriculum to its students, covering a variety of academic and vocational subjects. All students have the opportunity to be involved in instrumental music programs and a wide range of extra-curricular activities including sporting, cultural and community.

Year 7	Year 8	Year 9	Year 10 – Semester 1	Year 11 and 12
English	**English**	**English**	**English**	**General English** **Literature** *Essential English*
Mathematics	**Mathematics**	**Mathematics**	**Mathematics** or **Foundation Mathematics** **Extension Mathematics**	**General Mathematics** **Mathematical Methods** **Specialist Mathematics** *Essential Mathematics*
Science	**Science**	**Science** *Agricultural Science*	**Science** *Agricultural Science*	**Agricultural Science** **Biology** **Chemistry** **Physics** **Psychology** *Cert II in Rural Operations*
Humanities includes History, Geography, Economics and Business Civics and Citizenship	**Humanities** includes History, Geography Economics and Business Civics and Citizenship	**History** *Geography* *Economics and Business* *Civics and Citizenship*	**History** *Geography* *Economics and Business* *Civics and Citizenship*	**Business** **Geography** **Legal Studies** **Modern History** *Social & Community Studies* *Tourism*
	Japanese	**Japanese**	**Japanese**	**Japanese**
Arts (includes Art, Drama and Music)	**Arts** (includes Art, Drama and Music)	**Art** **Drama** **Music**	**Art** **Dance** **Drama** **Music**	**Drama** **Music** **Music Extension** **Visual Art** *Visual Art in Practice* *Arts in Practice*
Design Technologies **Digital Technologies**	**Design Technologies**	*Engineering Principles and Systems* *Food Specialization* *Food and Fibre* *Materials and Technology*	*Engineering Principles and Systems* *Food Specialization* *Food and Fibre* *Materials and Technology* *Cert II in Workplace Skills*	*Engineering Skills* *Cert II in Engineering Pathways* *Cert II in Furniture Making Pathways* *Early Childhood Studies* *Fashion* *Hospitality Practices* *TAFE Opportunities*
Health and Physical Education	**Health and Physical Education**	**Health and Physical Education**	**Health and Physical Education**	**Physical Education** *Cert II in Sport Coaching* *Cert III in Fitness* *Sport and Recreation*

1. In Year 7 to 10, subjects in bold type are Core Subjects that students must study during each year of schooling.
2. In Year 8 to 10, subjects in italics are Elective Subjects.
3. Year 11 and 12 subjects in bold are General Subjects
4. Year 11 and 12 subjects in italics are Applied Subjects

QParent Registration

- Logon to *qparents.qld.edu.au*
- Create your account
- Skip Invitation Code
- Find your school by name 'WARWICK STATE HIGH SCHOOL'
- Accept both Privacy Statement and QPAO Terms and Conditions
- Enter identity details – eg. Driver's licence 60 points and Medicare Card – 40 points.
- Complete Account Details – requesting access for your student's information – If your details match with OneSchool records, your student will be suggested, without the need for the parent to enter the student's EQID.
- Warwick State High School will receive a request to 'Approve' your registration. You will be notified via email when this check is complete, and you will then have access to all the features in QParents.
- Download the QParent app, log in to your account and your student/s information should be available.

Should you have any questions please do not hesitate to email qparents@warwickshs.eq.edu.au

High and Extreme Risk Curriculum Activities

A number of curriculum activities have been designated as having a high or extreme residual risk. While the school has effective control measures in place, students selecting these subjects are required to follow workplace health and safety practices which include wearing the appropriate footwear for the subject and the school uniform as stated in the school's Dress Code.

It is the parent/caregiver's responsibility to update any changes or alterations to the high/extreme risk permissions. For any changes, please send an email to the principal@warwickshs.eq.edu.au

Parents/caregivers are required to give their approval for students to participate in these courses which involve high and extreme risk activities. When Parent/Caregiver consent is NOT given, students will need to reconsider their subject choice and join another subject where they can participate in the full range of learning and assessment activities throughout the year.

Activity Risks and Insurance: Please note that the Department of Education does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident while participating in these activities, all costs associated with the injury, including medical costs are the responsibility of the parent/caregiver. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may also be covered by your provider. Any other costs must be covered by parents/caregivers. It is up to all parents/caregivers to decide what types and what level of private insurance they wish to arrange to cover their child. Please take this into consideration in deciding whether to allow your child to participate in this activity.

The Leadership Team may make a decision regarding subject choices based on individual student circumstances.

Special Education Program (SEP)

The Special Education Program assists students with disabilities to access the curriculum and meet their full potential in the school setting. Students with a recognised disability receive support within the Special Education Program.

Provision of support may include:

- working closely with parents, students and teachers (Case Management)
- accessing the support process developed by the school. For example:
  - in-class support
  - transition to post-school options
  - work skilling
  - assistance with assignments/assessment
  - social and emotional skilling and personal and living dimensions
  - leisure and recreation access
  - curriculum/assessment modification
  - access to literacy/numeracy classes
  - development of Individual Curriculum Plans

Learning Support

Learning Support focuses on addressing the learning needs of all students who have a learning difficulty, disability, are gifted and/or talented or are falling below national and regional benchmarks in literacy and numeracy.

Diagnostic/standardised tests and level of achievement data are used to track student needs as well as their development over time. The focus is on supporting students in the classroom to enhance their learning opportunities. Our inclusive approach to support means working with teachers, parents and other professionals to facilitate development of a student's academic program at the appropriate level.

Additional support provisions:

- Differentiated curriculum and pedagogy
- Support Teachers of Literacy and Numeracy (targeted teaching)
- In class support (Inclusive Support Teachers, teacher aides)
- Intensive teaching
- Assignment and exam assistance
- Extension Programs

Academy Classes

English, Science and Maths Academy classes are an Academic Excellence Program designed to enhance the learning experience for students who excel in the subject areas for Year 8 - 10. Whilst students in Academy classes will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities, problem-solving tasks and connections that encourage the use of 21st century skills in ways that are original, flexible and fluent to the curriculum. The aim of these intensive programs is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills as they move forward into their senior phase of learning.

Phone Free Policy

Students with acute medical needs who require their phone on them during the day (eg. diabetes) must provide medical documentation to support their diagnosis. This will be approved by the Principal or delegate.

Mobile phones are to be off from 8.55am till 3.00pm. Students are expected to store their phone in their designated school locker. Students will be supplied with a school lock to secure their locker. *Mobile phones are banned in Queensland state schools.*

Definition: Mobile phones for the purposes of this policy includes mobile phones, portable music players, smart watches and air buds/earphones.

Website - www.warwickshs.eq.edu.au

Policies: The Code of Conduct for Students Policy is available on the website by clicking 'Our School' then 'Rules and Policies.

School Newsletter: Regular school-to-home communication will occur via our e-newsletter. These are published three times per term. To subscribe:

1. Log on to our website
2. Click on newsletter
3. Click subscribe to newsletter on left hand side (wait approx. 30 seconds)
4. Enter details

Paper copies are available at the office.

School Routine

- ***First bell*** rings at 8.55am with the school day beginning at 9.00am. Students should be at school by 8.55am. Classes conclude at 3.00pm.
- ***Late to School:*** Students who arrive late must report to the office with a note from a parent/caregiver to explain their lateness and to receive a late slip. If they fail to do this, they will be marked absent for the day.
- ***Lesson times***

Time	Lesson
8:55am	*Warning bell – start of school day*
9:00am – 10:10am	Lesson 1
10:10am – 10:20am	Transition Break
10:20am to 11:30am	Lesson 2
11:30am to 12:00pm	First Break
12:00pm	*Warning bell*
12:05pm to 1:15pm	Lesson 3
1:15pm to 1:45pm	Second break
1:45pm	*Warning bell*
1:50pm to 3:00pm	Lesson 4
3:00pm	Finish of school day

- ***Messages to students:*** Messages to students will be taken and delivered ***ONLY IN AN EMERGENCY***. Whilst every effort is made to deliver these messages, please note that classrooms do not have telephones.
- ***Leaving and returning to school:***
  - In order to maximise school curriculum time, parents/caregivers are encouraged to arrange all external appointments for students outside of school hours.
  - All students leaving the school during the day should be signed out of the school by a parent/caregiver via the office.
  - All students leaving the school during the day with an outside organisation (eg. Headspace, Carbal etc.) Permission must be provided in writing from both the parent/caregiver and the organisation. Times and dates must be stated in the permission.
  - All students returning to school must do so via the office with a parent/caregiver present. They will receive a Returning Pass, which must be shown to their class teacher.
  - Students who are registered to drive to school **do not** need a parent/caregiver to be present to sign out. However, parental permission to leave must be obtained by the school. A 'Permission to Drive' form is available from the office.
- ***Student Attendance***: Text messages are sent out every day for students who have an unexplained absence. Please remember to respond on a daily basis. If you do not respond to the text message, parents/caregivers will receive an emailed reminder. A student's attendance can impact on their future employability and life choices.
- ***Change of Details:*** If you have a change of address, phone number, email address or other details during the year, the office must be notified in writing so our records can be updated. An up-to-date contact phone number is essential in case of accident or illness.
- ***Unwell or injured students:*** Students who are injured or become unwell at school should obtain a note from their teacher before reporting to the office. A parent/caregiver will be called to collect them from Sick Bay. Students ***are not*** to contact parents. Since we are unable to look after sick students at school, parents are requested to collect unwell students as soon as possible. An ambulance will be called when necessary.

P & C Association Email – pandc@warwickshs.eq.edu.au

Everyone is welcome to attend the Parents and Citizens' Association (P&C) meetings, which usually convene in the Blue Room at 6.00pm on the dates as per calendar on our school website. Membership application forms are available on the website.

Input from the P&C is valued in the development of our school's policies and procedures, with meetings being a forum for discussion and ideas.

Canteen and Uniform Shop – 4666 9219 Email – whscanteen@hotmail.com.au

The P&C operates a canteen five days a week, during break times, with proceeds from the canteen distributed across the school for various projects. The canteen provides healthy meals and a variety of snack foods and drinks.

These comply with the directives and expectations of the Queensland Government's ***Smart Choice Healthy Food and Drink Supply Strategy*** for Queensland Schools.

Uniforms can also be purchased from the Uniform shop, located at the Canteen, between the hours 8:30am – 1:00pm (Monday – Wednesday) - Ph: 4666 9219.

A group of dedicated workers staff the canteen. Volunteers are most welcome to offer their services.

Dress Code

At Warwick State High School, we wear our uniform with pride. In line with our school values, we understand that the wearing of the uniform also demonstrates a connection to our school community. The school will support families wherever needed to ensure that all parts of the uniform are worn with pride.

General uniform can be worn each day, unless students are participating in a formal activity, in which case parents/caregivers will be advised of the need to wear a formal uniform prior to the event. Students who are not in correct school uniform will be sent to Wellbeing to be provided with a school uniform for the day.

General Uniform
➢ Navy skirt or plain navy mid-thigh length shorts ➢ WSHS polo shirt ➢ Fully enclosed, lace-up or velcro joggers/sport/gym shoes – (no canvas slip on shoes) ➢ A short-sleeved undershirt, if worn must be white or navy blue. Long sleeved undershirts not permitted. ➢ Plain navy track pants ➢ Plain navy jumper or jacket – hoodies are not permitted ➢ Socks-white or black. Ankle or mid-calf length socks ➢ A uniform hat must be worn for all outdoor activities. Available from the canteen - WSHS Cap, Coloured school/house hat OR plain navy. Plain navy beanie – no logos, brims, ties or ear flaps. Hats and Beanies are not worn indoors.

Formal Uniform
➢ Navy and blue check skirt – school fabric and design, or navy dress slacks or long trousers ➢ White blouse – school fabric and design or White shirt - long/short sleeves ➢ School tie ➢ Black leather lace up walking shoes (not sports shoes/boots, thongs, sandals or ballet flats) ➢ Navy stockings or plain white socks with ➢ Formal skirt ➢ Black socks with dress pants ➢ Choice of school navy jumper, WSHS blazer or WSHS jacket

Uniform Price List (prices subject to change without notice)

Polo Shirts	$40-00	V Neck Sweatshirts	$35-00
Plain Navy Shorts	$25-00	Long Sleeve Polo	$45-00
WHS Embroidered Shorts	$35-00	Tudor Soft-Shell Jackets	$75-00
Girls Formal Skirt	$55-00	Navy Track Pants	$35-00
Girls Formal Blouse	$35-00	Maroon Tie (sublimated WHS Crest)	$20-00
Metal/Cloth School Badges	$5-50	School Caps	$15-00
Navy Scarf	$10-00	Reversible House/WHS Bucket Hat	$25-00
Apron	$25-00	Hair Net	$2-50

- Medical jewellery is permitted.
- A discrete necklace is permitted. (not permitted in workshops due to Workplace Health and Safety requirements).
- Earrings - studs or sleepers (small) may be worn, as long as they comply with Workplace Health and Safety requirements. Ear stretchers and spikes are not permitted.
- Facial piercings - (nose) a small nose stud may be worn. All other facial piercings must be clear.
- Plain rings may be worn (not permitted in workshops).
- Bracelets / anklets are not permitted to be worn.
- A watch that cannot be connected to the internet or receive messages is permitted.
- Hair must remain a natural colour. Small, discrete hair accessories are allowed.
- Offensive tattoos must be covered.
- Make-up, if worn, needs to be very discrete.

- Shoes - enclosed shoes - must be worn for all occasions. Education Queensland mandates that footwear providing adequate protection (impervious material) and covering the entire foot shall be worn in all workrooms (workshops, laboratories, art, agriculture, and food preparation rooms) as per curriculum risk assessments. Steel capped boots are only to be worn in appropriate curriculum areas (ie. for Engineering)
- Senior School Jerseys and Senior Polos are to be worn by current Year 12 students only

Bus Information

Students who travel to school on a bus:

- Bus students are regarded as being at school and therefore subject to the Code of Conduct for Students from the time of boarding the bus in the morning, until disembarking from the bus on arrival at home in the afternoon.
- Bus companies also have rules and policies. Copies of this information are available from the bus companies. http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx
- Penalties for breaching this code can result in students being 'banned' from bus travel for periods of time. More information is available from bus companies.
- Bus students are not to go to the shops before and after school unless they have a note from their parents/caregivers, permission from a member of Administration and the appropriate pass from the School Office.
- There is an extensive bus service that operates to and from Warwick State High School. The following companies offer a range of services in and around our district. A very high standard of behaviour is expected on all bus travel. Consequences of inappropriate behaviour are managed between the school, driver and bus committee.

West Warwick Coaches (Phone: 46611767)

Karara	Leaves Karara at 7.10am and follows the highway as far as Montrose. It then takes the old highway to Cunningham and Wheatvale before coming onto the new highway at the Sandy Creek turn-off. Pratten students, please contact bus company for further information.
Leslie Dam	Leaves Leslie Dam at 7.40am turns at Washpool Road, then Warner Street, then onto Lyndhurst Lane and Condavale Estate and goes directly to Warwick High School. via West State School.

Stuart Wheaton: (Phone: 0427537322)

Maryvale	Leaves Maryvale and goes along highway to Clintonvale. It then goes cross country via schools to Freestone and comes in to Warwick High School via Freestone Road

Crisps Coaches - (Phone - 46618333)

Allora	Leaves Allora at 7.50am.
Killarney	Leaves Killarney at 7.30am and goes through Tannymorel then goes past Murray's Bridge and Canningvale.
Pratten	Meets the Karara bus at Cunningham and students can again swap buses depending on their destinations. For further information please contact Crisps Coaches.
Upper Wheatvale Rosehill	Leaves Wheatvale at 7.30am. Bus goes by the Willowvale Road past the aerodrome and into town to Warwick High School.

Haidley's Panoramic Coaches (Phone: 46612816)

City Bus Service	Timetables are available at: www.translink.com.au, on the buses or at Haidley's depot
Lyndhurst	As per Warwick City Bus Timetable – Route 990 and 994
Pikedale/Connolly Dam	Leaves Connolly Dam 7.25am - Pikedale Rd – Rocklands Road – Thornton Road – Lyndhurst Lane – Schoch Road to Warwick State High School – connects with Warwick City Buses.
Junabee	Via Hermitage – Jingarry / Mt Sturt Road – Pedigrews Crossing Road – Cedar Crossing – Roona Road and connects with Warwick City Buses
Yangan	Departs Yangan 7:30am for Swanfels Road and loops back into Yangan at 8.00am. It continues along the Yangan Road, making the last eligible pick-up to Warwick, Yangan side of The Hermitage Research Station - connects with Warwick City Buses
Swan Creek	Please contact Haidley's Panoramic Coaches for further information.
Murray's Bridge	Please contact Haidley's Panoramic Coaches for further information.

Senior Education Profile

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

- Senior Statement
- 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-and-qualifications/sep.

Senior Statement: The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) 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.**

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses: **Senior External Examinations are suited to:**

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course Syllabuses

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.

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.

Applied and Applied (Essential) 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
- 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 digital literacy.

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

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

QCE Eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature.

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.

Applied and Applied (Essential) Syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure: Applied and Applied (Essential) syllabuses are four-unit courses of study. The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum: Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.
- Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment: Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise. Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools

- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

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

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

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.

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.

General (Extension) Syllabuses

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

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

Assessment: 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 (Extension) 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%.

Short Course syllabuses

Course overview

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

Short Courses are available in:

- Literacy
- Numeracy

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

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

Subject Selection and Types of Subjects

Subject Choice - Students must select 6 subjects – one subject per "line". There are six lines.

- **Compulsory – English** (Short Course on Literacy, Essential English, or English) and **Mathematics** (Short course in Numeracy, Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics). Students studying Specialist Mathematics must also study Mathematical Methods.

General Subject Pre-requisites

- General subjects have pre-requisites
- Students must have achieved the minimum result indicated in Year 10 to study the specific subject.
- If a student believes they are eligible for special consideration, they are required to meet with Head of Department for Senior Secondary.

Subject	Pre-requisites (Year 10 results)		
Agriculture Science	English – C	Science – C	
Art	English – C	Art – C	
Biology	English – C	Science – C	*Mathematics – C advisable*
Business	English – B		
Chemistry	English – C	Mathematics – C	Science - C
Drama	English – C	Drama – C	
English	English – B		
General Mathematics	Mathematics – C		
Geography	English – B		
Japanese	Japanese – C		
Legal Studies	English – B		
Literature	English - B		
Mathematical Methods	Mathematics – B		
Modern History	English – B		
Music	English – C	Music – C	*A practising musician (either within or outside of the school)*
Physical Education	English – B	HPE – B	*A strong interest in healthy lifestyles and physical activity*
Physics	English – C	Mathematics – C	Science – C
Specialist Mathematics	Mathematics – B		*Students must also choose Mathematical Methods*

- **TAFE Subjects**
    1) Students will be required to participate in an induction program at the beginning of 2027.
    2) A number of TAFE subjects run outside traditional school hours – TAFE hours are specific to the subject, anyone selecting a TAFE subject must look carefully at the information in the TAFE Information booklet.
    3) TAFE Information booklet will be issued and placed on-line when the full details become available.
    4) Expressions of interest (EOI) - see Head of Department for Senior Secondary for more information (closing date to be confirmed).
- **Ensuring No duplication of subjects**

  When selecting subjects, students should be aware that under Queensland Curriculum and Assessment Authority (QCAA) guidelines, some courses will be deemed as duplication. It is mainly applicable to some applied subjects clashing with Vocational Education and Training (VET) qualifications. Students would only gain one set of Queensland Certificate of Education (QCE) points resulting in the potential of not attaining a QCE. Students may need to check with Head of Department – Senior Secondary regarding subjects that may be deemed as being duplicated.

  For example:

  - A student could not study Engineering skills, Formula (Certificate II Engineering Pathways) at school and do Engineering Pathways at TAFE – students can only select one of these three to gain QCE credits
  - A student could not study Hospitality at school and do a particular course in Hospitality at TAFE – again it would be duplication.

  Other Considerations

  - A small number of subjects **may** be offered completely off-line (i.e. before or after school).
  - Students **may** access Distance Education if subjects are not offered by the school, e.g., Economics or if the subject fails to run due to lack of numbers or there is a clash in the lines (or desired subjects).
  - Enrolments into Distance Education are undertaken through the Head of Senior Secondary.

- Class numbers are capped, (e.g. due to safety numbers in workshops).
- Students electing to do Technology subjects (Engineering Skills, Formula Student) are required to have a proven safety ethic through engaging in Year 9 and 10 Technology electives (Materials and Technologies, Engineering Principles and Systems). As these subjects take place in a workshop environment with high and extreme risk activities, Students who have not engaged in Technology subjects in Years 9 and 10 will have their selection reviewed by the Head of Department Technology, Head of Senior Secondary and the timetabling Deputy Principal.
- Where numbers exceed restrictions, academic capabilities will be considered, as well as order enrolled.
- Classes will not commence where there are insufficient numbers in the subject.

QCAA Senior Syllabuses

Heads of Department

English/LOTE/Humanities (Acting)	Mrs Kirsty Caterson	kcate1@eq.edu.au
Mathematics/Science	Mr Brian Amedee	bamed2@eq.edu.au
Senior Secondary	Mr Cory Wren	cwren3@eq.edu.au
Teaching and Learning/HPE	Mrs Tanya Wright	twrig75@eq.edu.au
Technologies	Mr Brad Hutchinson	bhutc64@eq.edu.au
The Arts	Mr Ian Follett	ifoll1@eq.edu.au

Subject	General	Applied	Vocational
English	English Literature	Essential English	
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics	
Humanities	Business Geography Legal Studies Modern History	Social & Community Studies Tourism	
The Arts	Drama Music Visual Art Music Extension (Yr 12 only)	Arts in Practice Visual Arts in Practice	
Science	Agricultural Science Biology Chemistry Physics Psychology		Certificate II in Rural Operations
Technologies		Engineering Skills Early Childhood Studies Fashion Hospitality Practices	Certificate II in Engineering Pathways (Formula Student) Certificate II in Furniture Making Pathways *TAFE Opportunities*
Health and Physical Education	Physical Education		Certificate II in Sports Coaching Certificate III in Fitness *Sport and Recreation*
Languages	Japanese		

- Please note that Senior Subjects at Warwick State High School are currently under review and are subject to change.

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.

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

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.

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.

Assessment: Schools devise assessments in Unit 1 and Unit 2 to suit their students, school context, resources and expertise. In Unit 3 and 4 students complete *four* summative assessments. The results from each of the assessments is 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 (Spoken)	25%	Summative internal assessment 4 (EA): • Examination – extended 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.

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.

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following:

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

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.

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%

Psychology — General senior subject

Year 11 Psychology builds the foundations for the senior course by introducing students to psychological science, research methods and evidence-based explanations of behaviour. Unit 1 focuses on individual development, including the brain, cognitive development, consciousness, attention and sleep. Unit 2 focuses on individual behaviour, including intelligence, diagnosis, psychological disorders and treatments, emotion and motivation.

Unit 1: Individual Development: Students explore the scientific method and key philosophical debates in psychology, including free will versus determinism and nature versus nurture. They investigate the structure and function of the human brain, cognitive development across the lifespan, and different forms of consciousness, attention and sleep.

Key topics: role of the brain; cognitive development; consciousness, attention and sleep.

Unit 2: Individual Behaviour: Students explore how psychology explains the development of individual behaviour. They examine theories and measurement of intelligence, diagnosis of psychological disorder, treatment interventions, and the role of emotion and motivation in regulating and directing behaviour.

Key topics: intelligence; diagnosis; psychological disorders and treatments; emotion and motivation.

Assessment Overview

Assessment	QCAA name
Unit 1 assessment/s	School-developed assessment for Unit 1 – FA1 Data Test & FA2 Student Experiment
Unit 2 assessment/s	School-developed assessment for Unit 2 – FA3 Research Investigation

Year 12 Psychology explores how people think, learn, behave, and are influenced by others. Unit 3 focuses on individual thinking and cognitive processes, while Unit 4 focuses on social and cultural influences on behaviour. Student achievement is determined through three school-based internal assessments and one QCAA external assessment.

Unit 3: Individual Thinking: Students study how the nervous system and cognitive processes influence thinking and behaviour. Key areas include brain function, sensation and perception, memory, and learning. Students examine the nervous system, specialised brain areas, neurotransmission, perception, models of memory, memory retrieval, and learning theories including classical conditioning, operant conditioning and social learning theory.

Unit 4: The Influence of Others: Students study how social environments influence development, behaviour and thinking. Key areas include social psychology, interpersonal processes, attitudes, and cross-cultural psychology. Students examine socialisation, conformity, obedience, prosocial behaviour, aggression, attraction, attitude formation, cognitive dissonance, prejudice, discrimination, culture, immigration and acculturation.

Assessment Overview

Assessment	QCAA name	Weighting
IA1	Data test	10%
IA2	Student experiment	20%
IA3	Research investigation	20%
IA4 / EA	External assessment: Examination - combination response	50%

Social & Community Studies — Applied senior subject

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

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

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

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

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

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

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

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

Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Tourism — Applied senior subject

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

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

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

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

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

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

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

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

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.

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.

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%

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.

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.

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 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.

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%

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.

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

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

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret

and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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

Assessment: Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

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.

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 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 — combination response</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.

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

Summative assessments

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

Specialist Maths — General senior subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

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

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).

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.

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>

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.

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

Summative assessments

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

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.

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

Summative assessments

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

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.

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

Summative assessments

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

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

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

Pathways: A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

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

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

Fashion — Applied senior subject

Technologies have been 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. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to 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 Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Unit-specific product** Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices — Applied senior subject

Technologies have been 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. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **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 plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

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

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

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

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

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

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

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.

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

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

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.

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

Summative assessments

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

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.

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

Summative assessments

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

Music Extension (Year 12 Only) General senior subject

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

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

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

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

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

Pathways: A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.
Assessment: In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

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

Summative assessments — Musicology specialisation

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

Summative assessments — Performance specialisation

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

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.

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>

Vocational Education And Training (VET)

Warwick State High School works in close partnership with other RTOs (TAFE and private providers) to support student access to VET qualifications. VET at Warwick State High School can be accessed via certificate courses offered by other training providers. Students completing a School-based Apprenticeship and Traineeship will also engage in VET through various external training providers.

Why choose VET at school? VET can provide opportunities for all senior students including those who are seeking university entrance or employment specific training. It provides learning opportunities beyond the traditional curriculum and flexible pathways from TAFE to University. All assessment meets industry standards. You have the opportunity to:

- Earn a VET qualification before completing Year 12 (Certificate I, II or III)
- Commence a Diploma program while still at school through the Accelerate Program (see below for further details)
- Receive an insight into the Industry you are interested in to determine if it is right for you
- Stand out in the crowd when applying for jobs
- Earn credit points towards your QCE

Certificate II in Engineering Pathways

RTO: (Formula Student) RTO No. 41124 **VET Certificate Code: MEM20413**

QCE Credit Points: 8 ***QCE Learning Option: Core***

Subject Description: Certificate II in Engineering Pathways is a two-year program dedicated to achieving MEM20413 Certificate II in Engineering Pathways. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks. Successful completion of the competencies will be acknowledged on your QCE (Queensland Certificate of Education) and a Statement of Attainment or Certificate will be issued. Students who are not enrolled in Certificate II in Engineering Pathways for the full program may have difficulty in achieving all units of competency, and as such may be limited to a Statement of Attainment only.

The Formula High School Pre-vocation course is designed for students to gain basic skills in Engineering with a view to looking at Engineering as a pathway to employment.

The program is suited to students looking for training to gain some skills prior to entering the workforce, who learn better in a practical environment, with a view to an engineering pathway and many more.

The course is project orientated and designed around experiencing simulated workshop practices that will not only develop skills in the subjects learned but also tackle work like manners and practices that will be beneficial to the learner when they gain employment.

The 'project' is the construction of a single-seater racecar, which uses a twin cylinder engine. More information on the vehicle can be accessed at www.formulastudent.edu.au .

Key Topics: To achieve the qualification, students must achieve competence in all units of competency.

Code	Units of Competency
MEMPE006A	Undertake a Basic Engineering Project
MEMPE001A	Use Engineering Workshop Machines
MSAENV272B	Participate in Environmentally Sustainable Work Practices
MEMPE002A	Use Electric Welding Machines
MEM13014A	Apply Principles of Occupational Health and Safety in the Work Environment
MEM18002B	Use Power Tools/handheld Operations
MEMPE004A	Use Fabrication Equipment
MSAPMSUP106A	Work in a Team
MEMPE005A	Develop A Career Plan for the Engineering and Manufacturing Industry
MEM16006A	Organise and Communicate Information
MEM16008A	Interact with Computing Technology
MEM18001C	Use Hand Tools

Students will need to provide the following ***PPE (Personal Protection Equipment).***

Long sleeve shirt: It must be made from a non-flammable material, and it is highly recommended that students purchase a known brand high-visibility style work shirt.

Long pants: Students are to wear long pants (work pants or jeans) during all activities.

Protective footwear: Students are required to have steel capped work boots or shoes to be able to enter the workshop.

Stationery: Students are required to provide a range of day-to-day stationery such as pens, pencils, ruler, notebook and other items that they would generally be expected to bring to any other form of theoretical class.

Computer Equipment: Students are required to provide a laptop suitable for the operation of the learning management software (LMS).
Assessment: Assessment for this course will be assessed as competency-based assessment (competent/not yet competent). If all units of competency are fully completed, students will be issued with MEM20413 Certificate II in Engineering Pathways. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

Assessment Techniques: Students will be required to provide evidence of what they are learning in a variety of forms. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Techniques may include:

- teacher observation of student skills
- written responses
- oral conversations
- photos of practical work
- practical tasks

Costs: **There** are currently no extra material fees for this course, however there may be additional costs for excursions to industry areas over the course. Students will be required to purchase a 'Race Day' licence' to participate in the culminating endurance event – approximately $30-00.
Career Opportunities: **Combined** with further study in this field, students can complete qualifications (some as high as diploma level) in the engineering and motorsport sectors.
NB: This information is correct at time of publication but subject to change.

Warning: As part of the Certificate II in Engineering Pathways, students will be required to complete a number of practice exercises. Once completed, students are permitted to take some of these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not, were never intended to conform to Australian Standards, and should not be used for their normal practical purpose if a risk to the user exists.

Certificate III in Fitness

RTO: Binnacle Training **RTO No. 41124** **VET Certificate Code: 31319**
QCE Credit Points: 8 ***QCE Learning Option: Core***

Pre-Requisites: Health and Physical Education and English – B is desired, Students will need a BYO Device
Subject Description*:* Binnacle Training Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.
QCE Credits: Successful completion of the Certificate III in Fitness, over a two-year period, contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.
This program also includes the following:

- First Aid qualification and CPR certificate; *plus,* Community Coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

Eligibility: Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.
Enrolment numbers are limited. Students applying to study Certificate III in Fitness will be subject to a selection process. This will be based on relevant academic results, extracurricular involvement and participation, personal aptitude for fitness and training, communication skills (including IT skills), behaviour, effort and attendance.

<table>
<tr><td rowspan="2">Topics of Study</td><td>TERM 1</td><td>TERM 2</td><td>TERM 3</td><td>TERM 4</td></tr>
<tr><td>• Sport, Fitness and Recreation (SFR) Industry Knowledge
• Beginning Coaching Principles
• Workplace Health and Safety
• SFR Laws and Legislation
• Maintain SFR Equipment</td><td>• Respond to Emergencies
• Provide First Aid and CPR
• Risk Analysis
• Organise Work
• Provide Quality Customer Service
• Community Fitness Programs</td><td>• Body Systems
• The Cardiorespiratory System
• Descriptive Terminology
• The Musculoskeletal System</td><td>• The Digestive System and the Energy Systems
• Provide Healthy Eating Information
• Client Screening and Health Assessment
• Client Screening: Initial Client Consultation</td></tr>
<tr><td rowspan="2"></td><td>TERM 5</td><td>TERM 6</td><td>TERM 7</td><td>TERM 8</td></tr>
<tr><td>• Plan and Deliver Exercise Programs
• Specific Population Clients</td><td>• Fitness Programs
• Older Clients
• Specific Population Clients</td><td>• Fitness Programs
• Specific Populations
• Anatomy and Physiology
• CPR Refresher</td><td></td></tr>
<tr><td rowspan="2">Learning and Assessment</td><td colspan="4">Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).
A range of teaching/learning strategies will be used to deliver the competencies. These include:
• Practical tasks
• Hands-on activities involving participants/clients
• Group work
• Practical experience within the school sporting programs and fitness facility
• Logbook of practical experience</td></tr>
<tr><td colspan="4">Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.
NOTE: This program involves a mandatory 'outside subject' weekly component as follows:
TERM 5: 60 minutes per week across a minimum of 6 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school</td></tr>
</table>

	TERM 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school. All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).
Pathways	The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example: • Exercise Physiologist • Teacher – Physical Education • Sport Scientist **Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit** www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance Students may also choose to continue their study by completing the Certificate IV in Fitness.
Approximate Cost	• Approximately $450 (inclusive of Binnacle Training costs, First Aid Certificate and Binnacle Training Polo shirt) • ***There are some additional costs to access outside venues in order to participate in and conduct fitness activity*** • *Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.* • All texts and reprographics are provided by the school. • Maybe subject to change based on student enrolments and progress delivery costs.

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

Binnacle's Program Disclosure Statement (PDS) declaration - *This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto*

Certificate II in Rural Operations

RTO: TAFE Qld South West **RTO No.: 0526** **VET Certificate Code: AHC21210**

QCE Credit Points: 8 ***QCE Learning Option: Core***

Pre-requisites: English – C, Science – C are desired

Subject Description: This is a nationally recognised Certificate that is either the basis for entry level of work in the Agriculture field or can be recognised for prior learning in further study if the student so desires. This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights/obligations outlined in the enrolment process and information handbooks provided.

Key Topics:

AHC21210 Certificate II in Rural Operations

Students must achieve competence in all units below:

Code	Units of Competency
AHCOHS2O1	Participation in OHS processes
AHCWRK209A	Participation in environmental sustainable work practices
AHCCHM201	Apply chemical under supervision
AHCINF201	Carry out basic electric fencing operations
AHCLSK205	Handle livestock using basic techniques
AHCLSK209	Monitor water supplies
AHCLSK211	Provide feed for livestock
AHCMOM202	Operate tractors
AHCLSK206	Identify and mark livestock
AHCLSK210	Muster and Move livestock
AHCINF202A	Install, maintain and repair fencing
AHCMOM203	Operate basic machinery and equipment
AHCLSK20L	Carry out regular livestock observation
AHCWRK204	Work efficiently in the industry
AHCMOM212	Operate quad bikes

Dress Requirements: Jeans, long-sleeved shirt, hat and boots

Assessment: Assessment for this course is competency based. If all units of competency are fully completed, students will be issued with AHC21210 Certificate II in Rural Operations. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

Assessment Techniques: Students will be required to provide evidence of what they are learning. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Techniques include:

- written tests
- project/practical work, TAFE instructor checklist

Costs: Nil

Career Opportunities: This qualification provides an occupational outcome for industries and agencies in rural and regional Australia (Farm worker, laboratory technician, weed and pest control officer, agricultural machinery dealer, nursery worker, landscape gardener, stock and station agent). This information is correct at time of publication but subject to change. Depending on the units selected, individuals can be employed in not only rural industries, but also other rural and regional sectors such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Pathways from this qualification: **Further** training pathways from this qualification include, but are not limited to, Certificate III in Agriculture, Certificate III in Production Horticulture and Certificate III in Horticulture.

Certificate II in Sport Coaching

RTO: Warwick State High School **RTO No.: 30450** **Qualification Code: SIS20321**
QCE Credit Points: 4 ***QCE Learning Option: Core***

Qualification Description: This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Possible job role titles depend on the specific sport may include assistant coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Certificate II in Furniture Making Pathways

RTO: (Warwick State High School) **RTO No. TBA** **VET Certificate Code: MSF20522**
QCE Credit Points: 8 ***QCE Learning Option: Core***

This hands-on vocational course provides students with the foundational skills and knowledge needed to explore a career in the furniture making and cabinet making industries. Through practical, workshop-based learning, students will develop essential trade skills such as measuring, cutting, assembling, and finishing timber and other materials.

The MSF20522 Certificate II in Furniture Making Pathways is designed for students considering a future apprenticeship or further training in furnishing or carpentry. It focuses on safe work practices, tool use, and the creation of furniture projects from design through to completion.

Key Topics:

To achieve the qualification, students must achieve competence in all units of competency.

Code	Units of Competency
• MSMENV272	Participate in environmentally sustainable work practices
• MSMPCI103	Demonstrate care and apply safe practices at work
• MSFGN2001	Make measurements and calculations
• MSFFP2020	Undertake a basic furniture making project
• MSFFP2017	Develop a career plan for the furnishing industry
• MSFFM2013	Use furniture making hand and power tools
• MSFFM2019	Assemble furnishing products
• MSFFM2014	Select and apply hardware
• MSFFP2014	Use basic finishing techniques on timber surfaces
• MSFFP2012	Join furnishing materials
• MSFFP2018	Source and review information about furnishing product materials
• MSMSUP106	Work in a team

Computer Equipment: Students are required to provide a laptop suitable for the operation of the learning management software (LMS).

Assessment: This course will be assessed as competency-based assessment (competent/not yet competent). If all units of competency are fully completed, students will be issued with MSF20522 Certificate II in Furniture Making Pathways. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

Assessment Techniques: Students will be required to provide evidence of what they are learning in a variety of forms. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Techniques may include:

- teacher observation of student skills
- written responses
- oral conversations
- photos of practical work
- practical tasks

Costs: **There** are currently no extra material fees for this course.

Career Opportunities: Furniture making and carpentry.

NB: This information is correct at time of publication but subject to change.

Warning: As part of the Certificate II in Furniture Making Pathways students will be required to complete a number of practice exercises. Once completed, students are permitted to take some of these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not, were never intended to conform to Australian Standards, and should not be used for their normal practical purpose if a risk to the user exists.

TAFE VET COURSES

Prices subject to change without notice

TAFE Queensland South West – RTO # 0526 (Warwick Campus) Material Cost Payable

Number	*Title*	*Where*	*Funding*	*Location*	*Duration*	*Detail*	*Cost*
HLT23215	Certificate II in Health Support Services	TAFE at School	VETiS Funded	Warwick	4 Terms	1 Day per week + self-directed learning	VETiS
AUR20720	Certificate II Automotive Vocational Preparation	TAFE at School	VETiS Funded	Warwick	4 Terms	1 Day per week + self-directed learning	VETiS
CPC10120	Certificate I in Construction	TAFE at School	VETiS Funded	Warwick	4 Terms	1 Day per week + self-directed learning	VETiS
SIT20421	Certificate II in Cookery	TAFE at School	VETiS Funded	Warwick	4 Terms	1 Day per week + self-directed learning	VETiS
UEE22020	Certificate II in Electrotechnology (Career Start – Year 11/12 only)	TAFE at School	VETiS Funded	Warwick	4 Terms	1 Day per week online + 4 x 3days blocks at TAFE	VETiS
SHB20216	Certificate II in Salon Assistant	TAFE at School	VETiS Funded	Warwick	4 Terms	1 Day per week + self-directed learning	VETiS

Fact sheets regarding any TAFE subject will be available in the TAFE Information booklet. Please note: Availability of courses is determined by TAFE.

- Complete your Warwick State High School ***Subject Selection Form*** indicating the TAFE subject you wish to study
- TAFE will send out relevant enrolment documents. *(Date to be advised).*

Please refer to 2027 TAFE at School Guide for more details – this can be located on the TAFE Southwest website

How do I apply for a TAFE subject?

1 Complete your Warwick State High School ***Subject Selection Form*** indicating the TAFE subject you wish to study

2 TAFE will send out relevant enrolment documents via email OR through the Senior Secondary Office

***When do I start*?** You will commence your program in February 2027.

***Costs*:** Most Certificate I and II courses have no fees attached. Some Certificate III courses are available as listed above but fees are considerably less than the mainstream rate. Please refer to the 2027 TAFE at School Guide for more details.

Enrolment documents from TAFE will include information regarding fee payment (if applicable).

Can I enrol in a Toowoomba course? Yes, you can enrol in a course at another campus; however, it is your responsibility to arrange your transport at your own cost.

Transport from Warwick SHS to Warwick TAFE: It is the responsibility of each student and their parent/carer to arrange transport directly to and from TAFE. Students are not required to go to school before going to the TAFE campus.

Want more information? If you have any questions, please contact Head of Senior Secondary at Warwick State High School.

School-based Apprenticeships and Traineeships (SATs)

School-based Apprenticeships and Traineeships (SATs) allow high school students, in Years 10 to 12 to work for an employer and train towards a recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education (QCE).

Benefits of completing a SAT:

- Opportunity to work towards their future goals by giving them realistic exposure to an industry.
- Develop workplace skills, knowledge and confidence
- Paid employment and obtaining a certificate II or higher whilst still at school
- Nationally recognised qualification which can contribute towards a Queensland Certificate of Education (QCE)

Types of SATs

There are many different qualifications offered in a variety of areas and can be located on the Queensland Training Information Service (QTIS) https://qtis.training.qld.gov.au. QTIS outlines the qualification, hours required to complete the course and the units of study.

How do I secure a SAT?

- Convert existing casual employment into a SAT
- Networking with friends, family or Industry Liaison Officer
- Work experience (offered Term 1 and 3)
- Check Careers Noticeboard in the Senior Secondary Hub, read emails sent by our Industry Liaison Officer and listen to daily notices

If you have any further questions or would like to discuss this option for your student, please contact the Industry Liaison Officer 4666 9231 or email SATs@warwickshs.eq.edu.au

Work Experience

Work Experience is offered to students in Years 10 to 12 during Term 1 and Term 3.

An Expression of Interest form is to be completed by Week 3 of Term 1 and Term 3.

Work Experience helps our students develop a better understanding of the work environment, grow in confidence and develop a better understanding of career pathways.

Students are to source their own employment opportunity. Once this is obtained, a Work Experience Agreement form needs to be completed and approved by both the employer and the school by Week 5 of each term.

If you have any further questions or would like to discuss this option for your student, please contact the Industry Liaison Officer 4666 9231 or email SATs@warwickshs.eq.edu.au

2027/2028 BOOK LIST - YEAR 11/12

This list includes subject-specific items required in addition to general multi-purpose items such as: Diary, Minimum 16GB USB memory stick (compulsory), blue, black and red pens, HB pencils, mechanical pencils, scissors, pencil sharpener, white plastic eraser, ruler, colouring pencils, felt pens, small stapler, highlighter pens, glue stick, pencil case, earphones

Students are NOT to bring the following items to school:

- **Steel rulers - use plastic or wood**
- **Large 'Nikko' type marking pens – (if these are needed, they will be supplied by the subject area)**
- **Liquid correction fluid**

PLEASE NAME ALL PROPERTY CLEARLY AT THE START OF THE YEAR
"It is much easier to return named property to the rightful owner"

AGRICULTURAL SCIENCE	1 x 96 page exercise book or hole punched folder booklet that is separate to other subjects 1 x 64 page exercise book
ARTS IN PRACTICE	1 x A4 notebook that can be handed in separately 1 x Art journal Headphones
BIOLOGY	2 x 96 page exercise book 1 Scientific calculator
BUSINESS	1 x 96 page exercise book
CERTIFICATE II IN ENGINEERING PATHWAYS (FORMULA STUDENT)	Steel cap boots, jeans, cotton high visibility shirt General multi-purpose items listed above BYO Digital device for accessing course work
CERTIFICATE II IN RURAL OPERATIONS	1 x 64 page exercise book
CERTIFICATE III IN FITNESS	BYO Digital Device for course work 1 x A4 notebook
CHEMISTRY	2 x 96 page exercise book 1 x scientific calculator
DRAMA	1 A4 notebook that can be handed in separately 1 x A4 display folder (optional but recommended) Black clothing
EARLY CHILDHOOD STUDIES	Items for practical tasks may need to be purchased during the year as advised by the teacher. This will vary with unit of study
ENGINEERING SKILLS	Apron, hairnet, shoes with impervious uppers (no joggers with mesh uppers) General multi-purpose items listed above
ENGLISH / ESSENTIAL ENGLISH / LITERATURE / LITERACY	2 x 96 page A4 ruled exercise book ***(Please keep Year 11 books for Year 12)***
FASHION	1 x A4 visual diary (portrait) 1 x pair dress making scissors Some fabric for practical projects will need to be purchased during the year
GENERAL MATHEMATICS **MATHEMATICAL METHODS** **SPECIALIST MATHEMATICS** **ESSENTIAL MATHEMATICS** **NUMERACY**	2 x 128 page notebooks – separate from other subjects (1 for practice and other for clean notes) 1 x 15 cm ruler (30 cm flexible) ***General and Essential Maths only:*** 1 x **TI 30XB** calculator from Texas Instruments ***Mathematical Methods*** – Recommended Graphing calculator Non-CAS. Highly commended using **TI-NSPIRE CX** (non-CAS) Graphics calculator (also used for Physics) ***Specialist Mathematics*** – Essential - **TI-NSPIRE CX** (non-CAS) Graphics calculator (also used for Physics)
GEOGRAPHY	1 x 96 page A4 exercise book
HOSPITALITY PRACTICES	Plastic sheet protectors Ingredients will need to be purchased Shoes with impervious uppers (no joggers with mesh uppers) will need to be worn for practical lessons
JAPANESE	2 x A4 96 Page ruled exercise books 1 x 10mm 48 page grid book 1 x A4 display folder
LEGAL STUDIES	1 x 96 page A4 exercise book
MODERN HISTORY	1 x 96 page A4 exercise book
MUSIC	2 x 128 page A4 notebooks
MUSIC EXTENSION	1 x A4 96 page exercise book
PHYSICAL EDUCATION	BYO Device for course work 1 x A4 booklet Display folder

PHYSICS	2 x 96 page exercise book Scientific calculator (also used for Mathematical Methods and Specialist Mathematics)
SOCIAL AND COMMUNITY STUDIES	1 x 96 page A4 exercise book
SPORT AND RECREATION	Writing implements
TOURISM	1 x 96 page A4 exercise book
VISUAL ART	BYO Device for course work 1 A4 sized visual diary 2 each – HB, 2B, 4B, 6B pencils
VISUAL ARTS IN PRACTICE	1 x A4 sized visual diary (can be purchased through Uniform and Stationery Shop) 2 each – HB, 2B, 4B, 6B pencils

The information in this booklet was correct at time of publication (June 2026) but maybe subject to change.