FisherONE
Online Education

Senior Subject Guide

2027-2028

FisherONE Online Education

TABLE OF CONTENTS

From the Head of Campus

Megan Pidskalny
Head of Campus- FisherONE Online Education

Welcome to your senior years of schooling, and welcome to FisherONE.

At FisherONE, we are proud to offer a high-quality, transformational online learning experience grounded in Catholic values. As a senior student, you are entering a pivotal stage in your educational journey—one that requires commitment, independence, and a clear sense of purpose.

In Queensland, all young people are required to participate in education or training until they have achieved a Queensland Certificate of Education (QCE), a VET qualification, or turned 17. There are many pathways available to help you move confidently into life beyond school. Your senior years are a time to explore those pathways and shape your future with intention.

At FisherONE, students typically enrol in one senior subject that is built into their regular school timetable. When not attending a live lesson, students use this time to complete weekly module work. Our teachers design purpose-driven, data-informed modules and provide live lessons to consolidate learning and foster meaningful connection.

We understand that success in an online environment requires you to be self-motivated, organised, and independent. That's why we are committed to:

- Inspiring innovative and flexible ways of working
- Fostering a strong sense of community and belonging
- Promoting ongoing development and sustained growth
- Encouraging agency and confidence in every learner

As we begin this chapter together, I encourage you to lead by example and engage fully in our community. These final years of schooling are not only about academic achievement—they are a time of deep personal growth, where you will be challenged to discover who you are and who you are becoming. Your base school and the FisherONE team are united in supporting you throughout your senior years.

We look forward to seeing the person and the learner you become—and we wish you every success in your senior years and beyond.

FisherONE Online Education

FisherONE partners with schools to provide students across Queensland with access to high-quality senior subjects that may not otherwise be available.

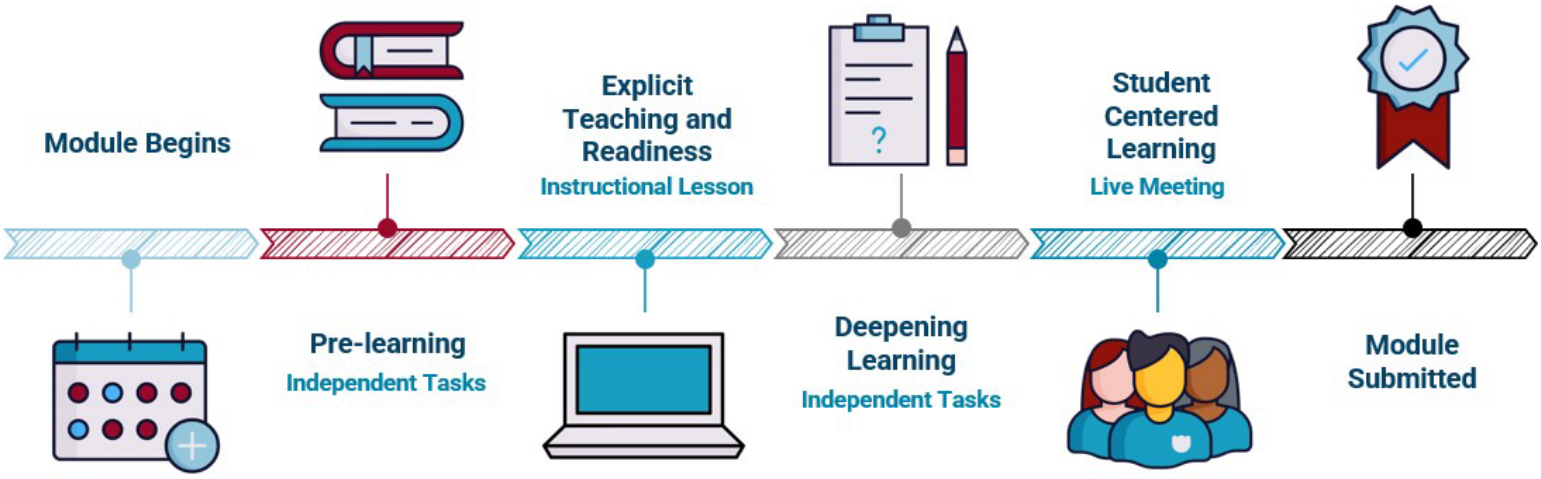
When students enrol in a FisherONE course, it becomes part of their school timetable, and they have a specific time scheduled for the subject, just like all their other subjects.

Why choose FisherONE?

FisherONE offers a range of subjects that are designed to meet the needs of 21st-century learners. At FisherONE, we believe that teaching and learning should be a collaborative experience; our courses are designed to be interactive, engaging, and effective.

Model of Delivery

The FisherONE model of delivery works on the assignment of weekly modules. Students are expected to engage in independent learning tasks and live online lessons. We utilise of Microsoft 365, with Teams being the main point of delivery. Here is an overview of what you can expect from a weekly module and throughout your course:



Before the live online lesson, you will receive a set of pre-learning tasks to complete independently. These tasks will vary depending on the topic. They may include pre-recorded lessons, reading articles, watching videos, discussion threads or completing exercises to help you prepare for the live lesson.

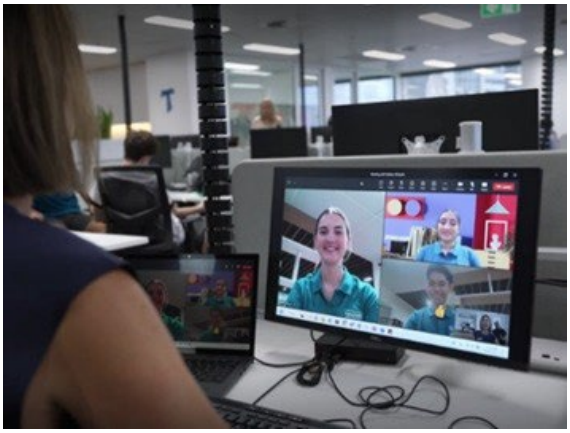
At the end of the module, you will participate in a compulsory live online lesson where you will collaborate with your teacher and peers, receiving continuous feedback from your teacher. You can expect engaging and interactive discussions, collaborative responses and guided real-world examples to help you understand the material.

By actively participating in each aspect of the course, you will have the opportunity to gain a deeper understanding of the topics and receive feedback to help you improve and thrive in your subject. At FisherONE, students are offered two options to attend their online lessons to accommodate varying base school timetables. Option A takes place during the school day, while Option B is scheduled to include before-school time and administration/class periods, ensuring equitable access for all learners.

Online learning may seem daunting at first, but at FisherONE, our teachers use the digital environment to be present in your learning location. The FisherONE teachers integrate digital resources and frequent communication to deliver a learning experience that rivals being present in the classroom. The major difference is that the online student has flexibility around when some of the learning takes place.

Who should study at FisherONE?

We know that online learning takes self-motivation, persistence, and the willingness to communicate openly with your teacher and ask for help and direction when needed. It is for those genuinely interested in the chosen subject who share a love for learning and are committed to success.



FisherONE provides a flexible and personalised approach to your senior studies. FisherONE ensures that each student has the best possible preparation and opportunity to move into their desired pathway of choice. We look forward to welcoming you to our community and supporting you to 'connect, learn and transform'.

Please refer to the FisherONE Enrolments page for key enrolment dates. All enrolments received are subject to availability.

Students in Years 10–12 across Queensland are invited to apply for enrolment at FisherONE.

We offer flexible enrolment dates throughout the year to support student learning needs and pathways.

To apply, please complete the enrolment application form on our website using the link below or scan the QR code provided.

www.fisherone.qld.edu.au

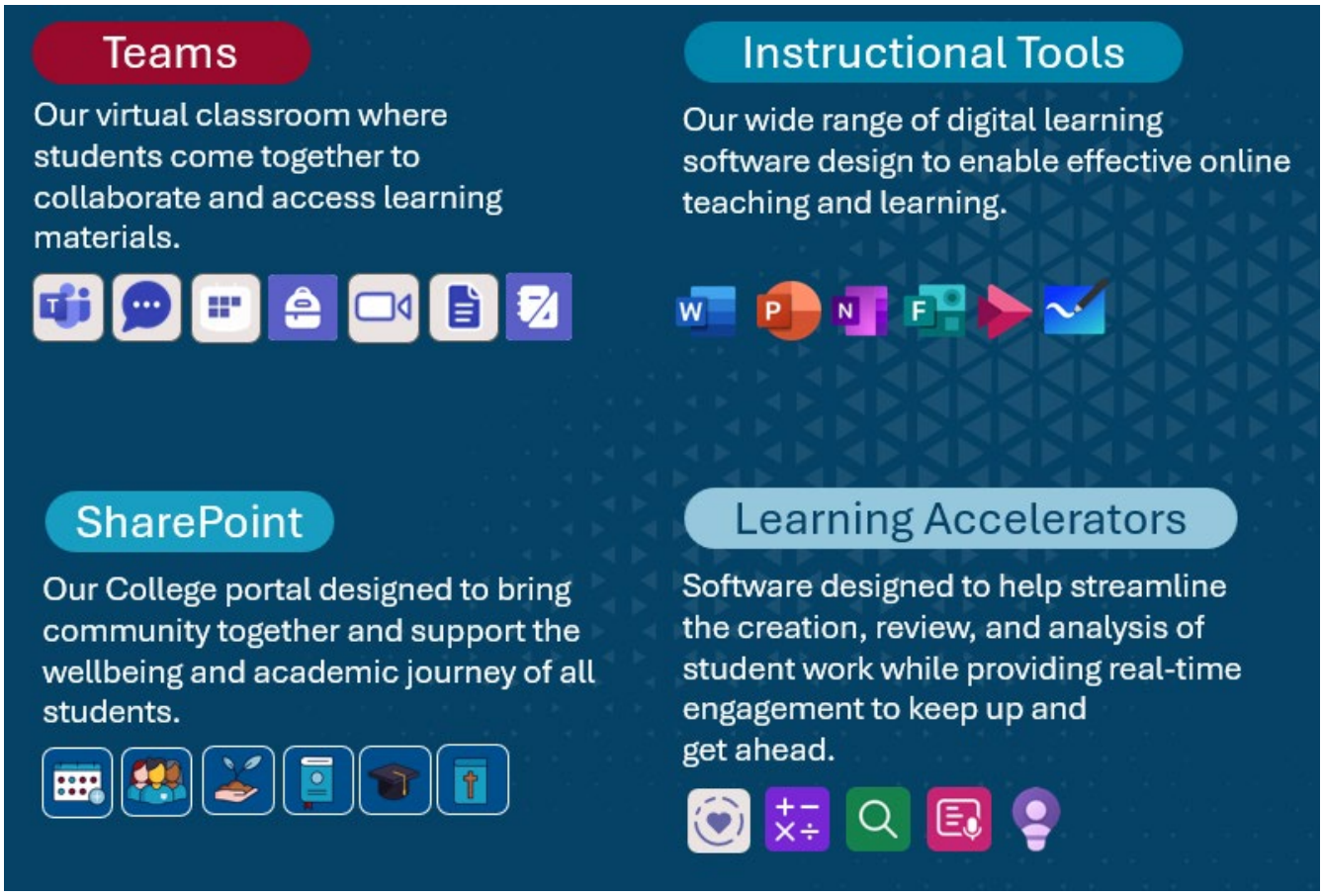
Scan the QR code to access the **FisherONE enrolment** documents

SCAN ME

Technology & Facilities

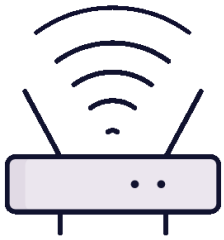
We understand the importance of technology in online education and strive to provide the necessary resources and support to ensure an optimal learning experience for all FisherONE students.
FisherONE uses the latest Microsoft 365 technology to connect and deliver the curriculum to all students. The support of Brisbane Catholic Education which works closely with Microsoft allows us access to the most recent advancements in online learning.

The FisherONE digital platform allows our teachers to utilise the appropriate technology to support students in their phases of development. We take great pride in using this technology and our signature pedagogy to deliver excellent online learning.

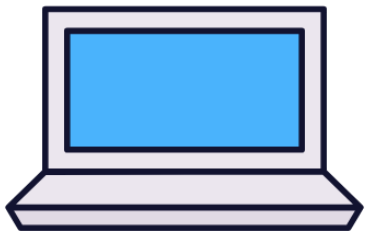


Student Requirements

To ensure a seamless online learning experience, FisherONE requires students to have certain technology requirements. These include:

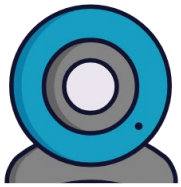


A stable and reliable Internet connection is essential for accessing course materials, participating in liveonline lessons, and engaging in collaborative activities. A minimum internet speed of 10 Mbps is recommended to ensure smooth streaming and interaction.



A laptop or computer that has minimum specifications to support the online learning platform. These specifications may include a certain operating system (e.g., Windows or macOS), processor, RAM, and storage capacity. Details regarding the specific requirements will be provided upon enrolment.

Good-quality headphones with a built-in microphone are necessary for clear audio communication during live online lessons, group discussions, and virtual meetings. This allows students to participate and engage in interactive sessions actively.



A webcam is required to facilitate video conferencing and enhance communication with teachers and peers. It enables visual interactions and engaging in face-to-face discussions. This is a mandatory requirement for FisherONE students.

In addition to the technology requirements, FisherONE offers state-of-the-art facilities and a robust network infrastructure to support and deliver a smooth learning environment. As a Brisbane Catholic Education (BCE) school, we have access to modern meeting rooms at Mt Gravatt. These facilities are equipped with the latest technology.

FisherONE staff members have access to one of Australia's fastest and most reliable networks. This enables them to deliver live online lessons, provide timely support to students, and ensure seamless communication and connectivity throughout the learning process.

Students can fully engage in their courses and maximise their online learning journey by meeting the technology requirements and leveraging our advanced facilities and network infrastructure.

Please refer to our enrolment package or contact our support team for further details on the technology requirements.

Guidelines for Subject Selection

When selecting subjects, you need to consider the subjects that:

- ✓ You enjoy
- ✓ You have achieved good results previously (work with your strengths)
- ✓ Reflect your interests and abilities
- ✓ Help you reach your career goals
- ✓ Meet any subject prerequisites you need for further study after Year 12
- ✓ Will develop skills, knowledge and attitudes useful throughout your life

FisherONE is co-educational and currently focused on QCAA senior subjects. Students may choose to enrol in Year 11 or Year 12 subjects.

Unit 1 and Unit 2 – runs for the first three terms of Year 11

Unit 3 and Unit 4 – commences Year 11 Term 4 and continues through Year 12

Semester 2- Short courses available across a 13-week period.

Selecting the right subject is very important, so we encourage students and parents/guardians to talk through the enrolment process with teachers and advisors from your Base School. They can help make decisions for successful senior schooling outcomes.

Continuing into Unit 3 and Unit 4 of a General Subject is considered conditional upon satisfactory application and/or achievement in Units 1 and 2 in Year 11. Where the College has concerns regarding a particular student's academic performance and commitment to study, the student may be required to participate in a more formal review of their progress in their current studies and may also be required to show cause why they should commence or continue Senior study in the following year.

Pre-Requisite Requirements for Senior Subjects

Pre-requisite requirements are subjects; units of study or Levels of Achievement that need to be studied or attained before a student can expect success in a future subject. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this handbook. Students whose selections contravene Subject Selection requirements must re-choose unless specific exemptions are granted in their case by the Leader of Wellbeing and Engagement.

SET Planning

All students are required to develop a plan for their senior studies. This is called a Senior Education and Training (SET) Plan. This will take place in Year 10 at your base school. The plan will be based on:

- your career aspirations and further study and training goals your interest
- consultation with teachers, the Careers and Guidance Counsellor, and parents.

The SET Plan may be revisited during Years 10, 11 and 12 and adjustments made when necessary.

Senior Learning Pathways

OPTION	FOR	REQUIREMENTS	OUTCOME
ATAR	Students who wish to gain **tertiary entry** as their preferred post-school option	• 6 General subjects OR • 5 General subjects & 1 Applied subject OR • 4 General subjects & 1 VET qualification at Certificate III or above.	QCE ATAR
ATAR + VET	Students who wish to gain **tertiary entry** as preferred post-school option **AND** want to gain a recognised certificate in a **VET** subject of their choice	• 5 General subjects & 1 VET subject OR • 4 General subjects & 1 VET subject & 1 Applied subject OR • 4 General subjects & 2 VET subjects	QCE ATAR Certificate/s or Statement of Attainment (Nationally recognised)
VET	Students who wish to gain tertiary options but wish to be engaged in **VET** in their Senior Phase of Learning	• 3 or more - Applied subjects and/ or VET OR • 3 subjects or less - General subjects	QCE Certificate/s or Statement of Attainment (Nationally recognised)

All students are required to select:

- Study of Religion, Religion & Ethics or, Religion, Meaning and Life
- English or Essential English
- Mathematical Methods or General Mathematics or Essential Mathematics*

*At the discretion of the base school

QCAA - 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 Senior Education Profile (SEP) | Queensland Curriculum and Assessment Authority (qcaa.qld.edu.au).

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)

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

To achieve a QCE, students must achieve 20 QCE points/credits from their learning across Year 11 and 12. Of these 20 QCE points, 12 must come from what is considered the Core learning requirement (often English, Mathematics and Religion). Each General or applied school-based subject offers a student a maximum of four QCE points. These points are earned when a student achieves a C or better for the Unit of work in Units 1 and 2. A student must achieve a C standard or above across Units 3 and 4 to achieve the final 2 QCE points available for the subject.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table page 9). Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit point each towards a QCE. A grade of C must be achieved by the end of Unit 3 and 4 pair to accrue two QCE points.

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.

Students interested in a QCIA pathway will have a meeting with the Learning Partnerships team and Assistant Principal – Pedagogy and Innovation to ensure the appropriate subjects are being selected to meet the QCIA learning goals.

Senior Subjects

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

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

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

General Syllabuses

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

Applied Syllabuses

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

Short Courses

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

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.

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

Applied Syllabus

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

- ✓ APPLIED LEARNING – the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts:

- ✓ COMMUNITY CONNECTIONS – the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

- ✓ CORE SKILLS FOR WORK – the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)

Students can access VET programs through their base school if it:

- Is a Registered Training Organisation (RTO)
- Has a third-party arrangement with an external provider who is an RTO
- Offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) Eligibility

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

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

- Best five General subject results
- 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. ATARs are used as a method to determine entrance into university study within and beyond Queensland.

English Requirement

While students must undertake this to be eligible to receive an ATAR, it is not mandatory for a student's English results to be included in the calculation of their ATAR. However, satisfactory completion of a General English subject across the two years of study is a prerequisite requirement for many university courses. Accordingly, satisfactory completion of a General English subject is particularly important for students on an ATAR pathway.

What is ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian States and Territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR Calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. Hence, as an example only, if a student of a given ability studies an easier Maths subject, they might get a 90/100. But if the same student studied a harder Maths subject, they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects.The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Vocational Education & Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can beincluded in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will eachhave the same scaled score; this will be regardless of the duration or area of study of certificate III.

Accessing the ATAR

ATARs are expected to be released in mid to late December each year. Students will be ableto access their ATARs online and print a PDF version of their Queensland ATAR Result Notice.The result notice will be verifiable from a secure online facility.

General Syllabuses

Structure

All General syllabus learning and assessment is broken up into four units of work studied across Years 11 and 12.

General Syllabuses Course Overview

Further information about General Subjects can be found on the QCAA website:
https://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects

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 to reflect the local context. The assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2 mirror those of Units 3 and 4.

Units 1 and 2 assessment outcomes provide feedback to students on their progress during study. Students will complete three or four assessments for Units 1 and 2. Learning from these assessment items will assist students to be successful in their assessment in Units 3 and 4.

FisherONE Online Education is required to report the satisfactory or unsatisfactory completion of Unit 1 and 2 for each student to the QCAA. The college will report levels of achievement to students and parents/carers using grades and descriptive statements.

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 Assessment (IA) items for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments are endorsed by the QCAA before they are used in 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 student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-Specific Marking Guides

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

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

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

As part of quality teaching and learning, teachers will 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 students overall subject result and is not privileged over summative internal assessment.

Applied Syllabuses

Structure

All Applied syllabus learning and assessment is broken up into four units of work studied across Years 11 and 12.

Applied Syllabuses Course Overview

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

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

Assessment

Applied syllabuses use three or four Formative Assessment (FA) items across Units 1 and 2 and four summative Internal Assessment (IA) items in Units 3 and 4. The Formative Assessment tasks are designed to allow students to become familiar with the type of assessment instruments they will complete in Units 3 and 4. The overall results from Units 3 & 4 determine the student's exit result for the subject.

Applied syllabuses do not use external assessment.

Instrument-Specific Standards Matrixes

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

FisherONE - Senior Subject Curriculum

General Subjects (ATAR)

Aboriginal and Torres Strait Islander Studies
Accounting
Aerospace Systems
Ancient History
Biology
Business
Dance
Design
Digital Solutions
Economics
Engineering
Food and Nutrition
French
Geography
Health
Italian
Japanese
Literature
Mathematical Methods
Modern History
Music
Philosophy & Reason
Physics
Psychology
Specialist Mathematics
Study of Religion

Applied Subjects

Information & Communication Technology

Short Courses

Critical Thinking
Literacy
Numeracy

Recommended results for Enrolment in General Subjects

Yr. 11/12 subject	Yr. 10 subject	Minimum Yr. 10 Result
Aboriginal and Torres Strait Islander Studies*	English	C
Accounting	English Mathematics	B B
Aerospace Systems*	English and Mathematics	C
Ancient History	Civics and Citizenship or History or English	B C
Biology	English Science	C B
Business	English or Economics and Business	C B
Dance*	Refer to requirements on Page 75	-
Design	English	C
Digital Solutions	Digital Solutions English and Mathematics	C C C
Economics	English Humanities & Social Justice	B B
Engineering	English	B
Food and Nutrition	English	C
French*	Year 10 French and English	B C
Geography	English	C
Health	English	B
Italian*	Year 10 Italian and English	B C
Japanese	Year 10 Japanese and English	B C
Literature	English	B
Mathematical Methods	Mathematics Extension	B
Modern History	Civics and Citizenship or History or English	B C
Music	English and Music	C B
Philosophy and Reason	English Religious Education	C B
Physics	Science and Mathematics Extension	B C
Psychology	Science and Mathematics and English	B B C
Specialist Mathematics	Mathematics Extension	B
Study of Religion	Religious Education English	B B

*New subject for 2027-2028

Additional Requirements for General Subjects

Students wanting to study Specialist Mathematics must also study Mathematical Methods.

Students wanting to study Physics are required to study Mathematical Methods and are encouraged to also study Specialist Mathematics.

It is expected that students enrolling in FisherONE Senior Japanese:

- **can read and write both kana alphabets confidently** - hiragana and katakana (all combinations).
- have studied **Japanese from Years 7-10 for a minimum of 5 semesters including Year 10**.
- can use verbs in the form of present, past, negative, negative past, present continuous, invitational, and the plain form.
  i.e. ～ます･～ました･～ません･～ませんでした･～ています･～ましょう･る･う
- can use adjectives in the negative and past tense.
- can **read, write and know the various pronunciations of the following 85 kanji**:

Numbers	一 二 三 四 五 六 七 八 九 十 百 千 万
Days of the week	日 月 火 水 木 金 土 曜
Counters/time/suffixes	語 円 人 才 本 年生 分 時 半 日 週 月 年 休 今 間 毎
Nature	山 川 木 林 森
People/Body parts	私 父 母 人 子 先生 友 口 目 耳 手 体 男 女
School related	学校 学生 小学校 中学校 高校 大学 3時間目
Basic verbs	見 行 食 買 話 聞 来 書 読 住 使 生
Basic Adjectives	小 大 高 安 早 近 好
Prepositions/ Places	上 下 外 中 前 後 店 町 国 東京 日本
Other	電 車 番 気 何々

QCAA Senior Syllabuses offered at FisherONE

English

General
- Literature

Short Course
- Literacy

Languages

General
- French
- Italian
- Japanese

Sciences

General
- Biology
- Physics
- Psychology

Health and Physical Education

General
- Health

Humanities and Social Sciences

General
- Aboriginal & Torres Strait Islander Studies
- Accounting
- Ancient History
- Business
- Economics
- Geography
- Modern History
- Philosophy & Reason
- Study of Religion

Short course
- Critical Thinking

Mathematics

General
- Mathematical Methods
- Specialist Mathematics

Short Course
- Numeracy

Technologies

- Information & Communication Technology

General
- Aerospace Systems
- Design
- Digital Solutions
- Engineering
- Food & Nutrition

The Arts

General
- Dance
- Music

Literature

General Senior Subject

General

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

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

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

Pathways

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

Objectives

Literature aims to develop students:

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

Structure

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

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

Assessment

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

Summative Assessment

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

Literacy
Short Course

Short Course

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

This Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

course focuses on aspects of literacy and does not replace the study of any subject from the current suite of English syllabuses. It is informed by, and articulates closely with, the literacy requirements of the Year 9 Literacy Indicators.

Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

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

Structure

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours.

The requirements for the course of study are:

- Personal identity and education
- The work environment

Topic 1: Personal identity, students develop reading, writing and oral communication skills through activities related to personal identity, achieving personal goals, and understanding and interacting with the wider community.

Students learn to make meaning from a range of different text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and descriptive) by comprehending the ideas and information within them. They identify their own purposes for reading/viewing and seek to understand the role they play in conveying ideas and information in their own responses and understanding them in others' texts. Students may engage in a range of popular culture texts to explore relationships, behaviour and identity.

Students also identify and develop the knowledge, communication skills and strategies needed to communicate ideas and information according to purpose, audience and context.

Topic 2: The Work environment, students develop reading, writing and oral communication skills through activities that relate to workplace contexts, which may include the work environment, preparing for and seeking employment, training situations, operating in an existing workplace, entering a new work environment, and/or exploring relationships and behaviour in the workplace.

Students learn to make meaning from different workplace contexts and work-related text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and/or descriptive) by comprehending the ideas and information within them. They also identify their own purposes for reading/viewing and seek to understand the role they play in the construction of meaning within workplace contexts. Students may engage in a range of popular culture texts to further explore relationships, behaviour and issues in work contexts.

Assessment

Summative Assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments, based on the learning described in the syllabus.

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

Health

General Senior Subject

General

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

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

Pathways

Health is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Recognise and describe information about health-related topics and issues.
- Comprehend and use the Health inquiry model.
- Analyse and interpret information to draw conclusions about health- related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion. Organise information for particular purposes
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

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

Assessment

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

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

Summative Assessment

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

Aboriginal and Torres Strait Islander Studies

General

General Senior Subject

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world.

Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non–First Nations Australians in historical and contemporary contexts. This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures.

Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non–First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

Pathways

Aboriginal & Torres Strait Islander Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

Aboriginal and Torres Strait Islander Studies aims to develop students:

- Define and use terminology
- Demonstrate understandings of Aboriginal societies and Torres Strait
- Islander societies
- Interpret information from sources
- Analyse viewpoints and perspectives
- Evaluate the significance of cultural interactions
- Create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identities and connections • Cultures, identities and connections	**Continuity, change and influences** • Resistance • Social and political change	**Responses and contributions** • Rights and freedoms • Land rights	**Moving forward, looking back** • Resilience • Reconciliation and recognition

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 Assessment

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

Accounting

General Senior Subject

General

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control.

Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders.

Digital technologies are integral to accounting, enabling real-time access to vital financial information. When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis.

Pathways

Accounting is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Comprehend accounting concepts, principles and processes
- Synthesise accounting principles and processes
- Analyse and interpret financial data and information
- Evaluate practices of financial management to make decisions and propose recommendations
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning

Structure

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

Assessment

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

Summative Assessment

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

Ancient History

General Senior Subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies – Beliefs, rituals and funerary practices	**Personalities in their time** • Hatshepsut • Akhenaten • Saladin	**Reconstructing the Ancient World** • Phillip II and Alexander III of Macedon • 5th Century Athens (BCE)	**People, power and authority** • the Punic Wars • Julius Caesar

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 Assessment

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

Business

General Senior Subject

General

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

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

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

Pathways

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

Objectives

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Analyse and interpret business situations
- Create responses that communicate meaning to suit purpose and audience.

Structure

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

Assessment

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

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

Summative Assessment

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%

Critical Thinking

Short course

Short Course

Critical Thinking, as an area of study, equips learners with the knowledge, skills and dispositions necessary to respond to contemporary challenges and opportunities. Rapidly evolving economic conditions and technological developments, including the increasing integration of artificial intelligence, have elevated the importance of critical thinking as a foundational capability for participation in modern society.

A defining characteristic of contemporary life is the unprecedented proliferation of information — its sources, modes of transmission and means of creation. While this expansion offers significant opportunities for learning and engagement, it also presents challenges relating to misinformation, bias and manipulation. These conditions heighten the importance of learners developing the capacity to evaluate the quality of information, evidence and reasoning, and to discern what constitutes reliable, credible and trustworthy claims.

Pathways

Across a wide range of industries and occupations, critical thinking is consistently identified as both highly valued and in short supply (Deloitte, 2024; World Economic Forum, 2023). The development of these skills enhances learners' adaptability, problem-solving capacity and readiness for lifelong learning.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Explain critical thinking concepts and principles. When students explain critical thinking concepts and principles, they make them clear by giving an account of them and conveying understanding. They present meaning with due regard to clarity, precision, relevance and significance.
- Apply knowledge. When students apply knowledge, they use their understanding of critical thinking concepts and principles to examine and appraise the quality of reasoning and information. They reflect upon their own reasoning in order to improve it.
- Use communication conventions. When students use communication conventions, they use language suitable for context, purpose and audience, and attend to norms of collaborative inquiry. They reference their sources to demonstrate academic integrity and concern for credibility.

Structure

Critical Thinking is a Short Course senior syllabus. It contains two QCAA-developed topics from which schools develop their course of study. This course has been developed with a notional time of 55 hours of teaching and learning, including assessment.

The requirements for the course of study are:

- Assessing the quality of reasoning
- Assessing the quality of information

In Topic 1, students will examine what it means to think critically, the benefits of doing so, and the dispositions and behaviours that support critical engagement. In exploring factors that influence our capacity to think critically, students will investigate different modes of thinking, with particular attention to the distinction between intuitive and deliberative processes as described in dual-process theory.

Students will explore the importance of collaboration to effective reasoning and engage in collaborative inquiry to refine and extend their reasoning skills.

In Topic 2, students will investigate what it means for information sources to be credible, and why this matters. They will explore a broad range of considerations to apply when determining the reliability and trustworthiness of information. The relationship between plausibility of claims and strength of evidence will be examined, opening up inquiry into phenomena such as conspiratorial thinking and pseudo-science.

They will have the opportunity to inquire into and apply further specific considerations to technologically generated information including images, video and audio, and products from generative artificial intelligence tools.

Assessment

Short Course senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Topics 1 and 2. These specifications and conditions ensure comparability, equity and validity in assessment.

In Topics 1 and 2, schools develop two assessments using the assessment specifications and conditions provided in the syllabus.

Geography

General Senior Subject

General

Students learn 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.

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.

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.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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%

Economics

General Senior Subject

General

Economic literacy provides opportunities for the student to understand current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions.

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

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

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

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

Modern History
General Senior Subject

General

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.
Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Devise historical questions and conduct research Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- Synthesise information from historical sources and evidence
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources.
- Communicate to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • The French Revolution 1789-1799 • Australian Frontier Wars 1788-1930's	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • African American civil rights movement since 1954 – 1968	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Germany since 1914 • China since 1931	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 • Cold War and its aftermath, 1945–2014

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 Assessment

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%

Philosophy & Reason

General Senior Subject

General

The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Objectives

The syllabus objectives outline what students have the opportunity to learn:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason • Fundamentals of reason	**Reason in philosophy** • Philosophy of religion • Philosophy of science • Philosophy of mind	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

Assessment

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

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

Summative Assessment

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

Study of Religion

General Senior Subject

General

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition.

Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Explain features and expressions of religious traditions.
- Analyse perspectives about religious expression.
- Evaluate the significance and influence of religion.
- Communicate to suit purpose

Structure

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

Assessment

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

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

Summative Assessment

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

French

General Senior Subject

General

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 French-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.

Pathways

French is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in French can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Comprehend French to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning. Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of French to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie — My world • Family/carers • Peers • Education	**L'exploration du monde — Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre société; culture et identité — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Mon présent; mon avenir — My present; My future** • The present • Future choices

Assessment

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

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

Summative Assessment

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%

Italian

General Senior Subject

General

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 Italian-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.

Pathways

Italian is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Italian can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Comprehend Italian to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements or Italian to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Italian.
- Identify tone, purpose, context and audience to infer
- Identify tone, purpose, context and audience to infer meaning. Analyse and evaluate

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita — My world • Family/carers • Peers • Education	**Esplorando il mondo — Exploring our world** • Travel and exploration • Social customs • Italian influences around the world	**La nostra società; cultura e identità— Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Il mio presente; il mio futuro— My present; My future** • The present • Future choices

Assessment

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

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

Summative Assessment

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%

Japanese

General Senior Subject

General

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Comprehend Japanese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of Japanese to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate Japanese

Structure

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

Assessment

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

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

Summative Assessment

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%

Mathematical Methods

General

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

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

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

Pathways

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

Objectives

Mathematical Methods aims to develop students:

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

Structure

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

Assessment

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

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 Assessment

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%
Unit 3 & 4			
Summative external assessment (EA): • Examination – combination response		50%	

Specialist Mathematics

General Senior Subject

General

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

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

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

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

Pathways

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

Objectives

Specialist mathematics aims to develop students:

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

Structure

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

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

Assessment

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

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 Assessment

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

Numeracy

Short Course

Short Course

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course senior syllabus allows teachers to design courses of study that cater for the prior learning and specific numeracy needs of their students.

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

The course focuses on aspects of numeracy and does not replace the study of any subject from the current suite of Mathematics syllabuses. It is informed by the Australian Core Skills Framework (ACSF).1 The requirements for a grade of C in this Short Course mirror the numeracy requirements for ACSF Level 3.

Pathways

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- Select and interpret mathematical information
- Select from and use a variety of mathematical and problem-solving strategies
- Use oral and written mathematical language and representation to communicate mathematically
- Plan, implement and adjust processes to achieve learning outcomes
- Apply learning strategies

Structure

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours.

The requirements for the course of study are:

- Personal identity and education
- The work environment

In Topic 1, students develop the numeracy skills selected by their teacher through activities that relate to expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.

Students use mathematics to make sense of the world and learn to apply mathematics in a context for a social purpose. They learn to apply numeracy skills and mathematics in structured learning situations, whether learning towards a formal qualification, learning within a community-based program, or formal or informal on-the-job learning and training.

In Topic 2, students develop the numeracy skills selected by their teacher through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.

They use mathematics to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge.

Assessment

Summative Assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments, based on the learning described in the syllabus.

Summative internal assessment

This syllabus provides 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.

Criteria

Each instrument-specific standards groups assessment objectives into criteria. An assessment objective may appear in one or multiple criteria of an assessment.

Biology

General Senior Subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

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

Assessment

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.

Summative Assessment

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

General

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Objectives

Physics aims to develop students:

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

Structure

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

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

Assessment

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

Summative Assessment

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

Psychology

General Senior Subject

General

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

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorders and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning.

In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Pathways

Psychology is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

Psychology aims to develop students:

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

Structure

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

Assessment

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

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 Assessment

<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>

General

Aerospace Systems

General Senior Subject

Students who study Aerospace Systems learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, safety management systems (including human factors), and systems thinking, enabling them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions. Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and make proposals concerning solutions. This learnt ability provides students with the higher order cognitive capacity to engage with problems that exist in an exciting and dynamic technological world. Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences, improving their ability to interpret events, analyse situations and comprehend cause-and-effect relationships. Through their study of Aerospace Systems, students appreciate that short-term fixes may have long-term implications. Students recognise the complexity of global, national and local community problem situations and understand the challenges faced in generating sustainable and durable solutions.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Recognise and describe aerospace systems problems, knowledge, concepts and principles
- Symbolise and explain ideas, solutions and relationships
- Analyse problems and information
- Determine success criteria for aerospace problems
- Synthesise information and ideas to propose possible solutions
- Generate solutions to provide data to determine the feasibility of proposals.
- Evaluate and refine ideas to make justified recommendations
- Make decisions about and use mode-appropriate features, languages and conventions for particular purpose and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems • Solving aerospace problems • Aerospace industries • Aerodynamics • Aircraft systems • Aerospace weather systems	**Aerospace technologies** • Operational assets • Operational environments • Operational control systems • Future applications	**Aerospace ecosystems** • Aerospace regulatory systems • Human performance • Safety management systems and human factors • Operational accident and incident investigation processes • Airport and airline operation systems	**Aircraft performance systems and human factors** • Airspace management • Aircraft performance • Aircraft maintenance • Aircraft navigation and radio communication technologies • Human performance and limitations

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 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Aerospace solution	25%	Summative internal assessment 3 (IA3): • Aerospace solution	25%
Summative internal assessment 2 (IA2): • Examination- Combination response	25%	Summative external assessment (EA): • Examination — Combination response	25%

Design

General Senior Subject

General

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

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using visual representation skills
- Analyse needs, wants and opportunities using data.
- Devise ideas in response to design problems
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative Assessment

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

Digital Solutions

General Senior Subject

General

Digital Solutions is a subject that teaches students how to design, develop, and evaluate digital solutions to real-world problems. Students learn about algorithms, computer languages, user interfaces, and data management. They engage with data, information, and applications to generate digital solutions that filter and present data efficiently, while understanding the need to encrypt and protect data.

Students will engage in problem-based learning, exploring and developing ideas, generating digital solutions, and evaluating impacts, components, and solutions. They will write computer programs to create digital solutions that use data, require interactions with users and within systems, and affect people, the economy, and environments.

This subject is suited to students interested in pathways beyond school that lead to tertiary studies, vocational education, or work, particularly in the fields of science, technologies, engineering, and mathematics.

Digital Solutions is not *just*:

- It's not just coding or learning a programming language. While programming is part of the course, it's used as a tool to solve real-world problems — not as the main focus. The goal is to understand how to design and evaluate full digital systems, not just write code.
- It's not game design or app development for entertainment. Students don't create video games or flashy mobile apps. Instead, they work on practical solutions like managing data, building interfaces that solve real needs, and designing systems with a clear user purpose.
- It's not basic IT or general computer skills. You won't be learning how to use Microsoft Word, Excel, or email. This subject assumes you already have digital literacy and builds on that to develop advanced problem-solving skills.
- It's not focused on web design or graphic design. While user interfaces are part of the course, Digital Solutions is not about making websites look pretty — it's about planning and developing systems that are functional, logical, and meet user needs.
- It's not a free exploration of tech tools. You'll follow a design-thinking process and work within structured project briefs. There's creativity involved, but it's within the context of solving real data-driven and user-focused problems.

If you're more interested in practical digital skills and industry-related applications, Applied Information & Communication Technology (ICT) might be a better fit. See page 71 in Subject guide). This subject focuses on:

Industry practices and ICT processes: Students apply knowledge in various industry-related contexts, learning how enterprises manage ICT product development to ensure high-quality outcomes.qcaa.qld.edu.au

Applied learning: The course emphasises hands-on experiences, allowing students to demonstrate knowledge, understanding, and skills in units tailored to local needs and resources.qcaa.qld.edu.au
Development of transferable 21st-century skills: Students enhance their literacy, numeracy, and digital literacy, preparing them for future ICT sectors and vocational opportunities.

This subject is well-suited for students aiming for vocational education, training, or direct entry into the workforce, especially in ICT-related fields.

Pathways

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

Objectives

The syllabus objectives outline what students could learn:

- Recognise and describe elements, components, principles and processes.
- Symbolise and explain information, ideas and interrelationships.
- Analyse problems and information.
- Determine solution requirements and criteria.
- Synthesise information and ideas to determine possible digital solutions. Generate components of the digital solution.
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

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

Assessment

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

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

Summative Assessment

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

Engineering

General Senior Subject

General

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 transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

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. Most of the 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.

Objectives

The syllabus objectives outline what students could learn:

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

Structure

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

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

Assessment

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

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

Food & Nutrition

General Senior Subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with the study of the food system.

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

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

Pathways

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

Objectives

The syllabus objectives outline what students could learn:

- Recognise and describe food and nutrition facts and principles. Explain food and nutrition ideas and problems.
- Analyse problems, information and data. Determine solution requirements and criteria.
- Synthesise information and data.
- Generate solutions to provide data to determine the feasibility of the solution.
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative Assessment

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

Information & Communication Technology

Applied Senior Subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high- quality outcomes, with alignment to relevant local and universal standards and requirements.

Pathways

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

Objectives

The syllabus objectives outline what students could learn:

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select practices and processes
- Sequence processes
- Evaluate processes and products
- Adapt processes and product

Structure

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

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

Assessment

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

Summative Assessment

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

Dance
General Senior Subject

General

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

Students enrolling in the Senior Dance course are expected to have prior experience in dance, gymnastics, or acrobatics. This background should include a foundational understanding of movement technique, physical coordination, and performance skills. Students should be comfortable with physical activity, possess a basic level of strength and flexibility, and demonstrate a commitment to developing their technical and expressive abilities through regular practice and rehearsal.

Pathways

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

Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Objectives

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

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and dance skills.

Structure

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

Assessment

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

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

Summative Assessment

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

Music
General Senior Subject

General

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

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

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Demonstrate technical skills
- Use music elements and concepts.
- Analyse music
- Apply compositional devices.
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music
- Realise music idea.
- Resolve music ideas

Structure

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

Assessment

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

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

Summative Assessment

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

FisherONE Contacts

Telephone: 0418 821 528
Email: fisherone@bne.catholic.edu.au
Website: www.fisherone.qld.edu.au

Key Contacts:

FisherONE Enrolments: FisherONEEnrolments@bne.catholic.edu.au

Head of Campus: Megan Pidskalny- mpidskalny@bne.catholic.edu.au

Assistant Principal: Pedagogy and Innovation: Jenny Knight- Jennifer.Knight@bne.catholic.edu.au

Leader: Curriculum & Engagement: Tayla-Jay Topp- Tayla-Jay.Topp@bne.catholic.edu.au

Leader: Wellbeing & Engagement: Amrita Moss- amrita.moss@bne.catholic.edu.au