CHINCHILLA CHRISTIAN COLLEGE

Let your light shine

Senior Secondary 2023 Handbook

Contents

Introduction from the Principal

Education is transformational. It changes lives. At Chinchilla Christian College, we count it a privilege to be involved in educating children and young people. In Senior Secondary (Years 11 – 12) we offer a range of Queensland Curriculum and Assessment Authority (QCAA) subjects, ensuring they are taught from a Biblical, Christian worldview. Regardless of whether students are on a more academic or a more vocational pathway during the senior phase of their learning, we seek to educate the whole person. That is, we focus on the head, the hands and the heart. In this way, we encourage students to have strong minds, develop practical skills and cultivate wholesome, Christian values. We believe God has a special plan and purpose for every student and that each one can achieve success. We are a learning community where every student can shine - spiritually, intellectually, physically, socially and emotionally.

At Chinchilla Christian College, we seek to support students as they transition from Junior Secondary and continue on their individual pathway through the senior phase of schooling. During Senior Secondary, students have the opportunity to select from a range of subjects offered both on campus and externally, undertake tertiary studies through USQ's Head Start program, and carry out a school-based apprenticeship or traineeship. I am excited about the opportunities offered students as they complete Senior Secondary at Chinchilla Christian College and pray this time is a significant and successful one as they complete their schooling and transition into work or further study.

Mr Nathan McDonald
Principal

Purpose of this handbook

The purpose of this handbook is to support students and parents/carers in Years 11 and 12 with their 2023 - 2024 subject selections. The handbook includes a comprehensive list of the Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of the senior phase of learning and curriculum offerings at Chinchilla Christian College. Each subject has a brief overview, the objectives of each course, the structure of the two year course, the career pathways and the assessment required. Chinchilla Christian College has designed curriculum programs that provide a variety of opportunities for students to achieve their chosen course of study from Junior Secondary into Senior Secondary, to align with their aspiring career pathways. We have responded to feedback sourced from both parent and student surveys and, through continuing communication, offer well designed curriculum and learning experiences with all course syllabuses aligned to both QCAA standards and CCM requirements.

The information contained in this booklet is a summary of the approved General, Applied and Senior External Examinations syllabuses. Logos appear at the top of each subject description to indicate where the subjects are hosted.

If you require further detail about any subjects offered by Chinchilla Christian College, we welcome your contact at any time.

Mr Daniel Collins
Head of Secondary

Mr Peter Gerke
Head of Senior Studies

Ms Rochelle Stephens
Careers Advisor

Our Values

In acknowledging the Lordship of Jesus Christ and seeking to grow in Christ-like character, our core values are:

- COMPASSION - showing kindness, care and a willingness to help others
- COMMITMENT - engaging wholeheartedly in all one does
- COMMUNITY - cultivating a sense of fellowship with others
- CREATIVITY - using original ideas and imagination to innovate or to problem solve

Communication

Methods of communication and correspondence include:

School website:	https://www.chinchillacc.qld.edu.au
School Facebook page:	https://www.facebook.com/ChinchillaChristianCollege/
School newsletters:	Sent via email to families fortnightly
Administration:	07 4668 9777
	admin@chinchillacc.qld.edu.au
	88 Oak Street, Chinchilla 4413
	PO BOX 242, Chinchilla 4413
Senior Secondary Teachers:	daniel.collins@chinchillacc.qld.edu.au (Head of Secondary)
	pete.gerke@chinchillacc.qld.edu.au (Head of Senior Studies)
	tom.dalton@chinchillacc.qld.edu.au (Head of Pastoral Care)
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	suritha.dupreez@chinchillacc.qld.edu.au
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	jessica.smith@chinchillacc.qld.edu.au
	brianna.welsby@chinchillacc.qld.edu.au

Education at Chinchilla Christian College

Our Vision
To develop confident and compassionate men and women of character who will shine in their work and service, to the glory of God.

Our Mission
To provide rich, authentic learning opportunities within a Christian environment to equip students to fulfil their potential.

Our Values
In acknowledging the Lordship of Jesus Christ and seeking to grow in Christ-like character, our core values are:

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What to expect
A significant time of schooling for our students occurs during the secondary phases of Junior Secondary and Senior Secondary. At Chinchilla Christian College, we have developed a safe and encouraging atmosphere where every student is valued. Our personal approach ensures individual attention and guidance. Our programs are designed to engage, educate and enable our students to shine.

Our Distinctive
Our distinctive at Chinchilla Christian College is the belief that we are ‘family’. When a new student joins us, whether this be in Prep or at any other stage along their schooling journey, they become a lifelong member of the CCC family.

There are clear benefits of being a member of a healthy, loving family. These include: acceptance, a sense of belonging, encouragement and support. We want each and every student here at CCC to experience these benefits both during their schooling and after they have graduated.

It does not matter when a student departs from the College, we will always consider them to be part our school’s family and will be keen to hear how they are going. As students graduate and move on to the next season of their lives, we would like to be updated about how their study or work is progressing and have them know they can get in touch with the College whenever they need any kind of support from us.

As human beings, our greatest need is to be loved. During each student’s time at CCC, our hope and prayer is that they will come to know more about God’s unconditional love for them and experience the love of their school family.

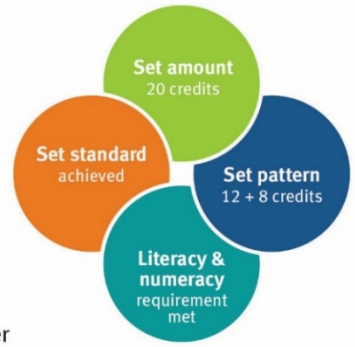
About the QCE

About the QCE

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

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

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



QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

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

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

April 2018

Set pattern

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

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

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

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

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

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

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

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

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

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

Literacy

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

Numeracy

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

QCE Learning Options

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

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

Where will your QCE take you?

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

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Plan your pathway

1 Think about your abilities, interests and ambitions

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

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

2 Check what you need for your QCE

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

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

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

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

Some university courses also have other prerequisites.

VET

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

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

4 Develop your plan

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

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Proposed Senior Secondary Lines for 2023

Proposed Senior Lines for 2023

Subject Type	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
General Subjects	English	Mathematical Methods General Mathematics	Physical Education Music Psychology	Biology Specialist Mathematics	Visual Art Physics Ancient History	Chemistry Drama
Applied Subjects A maximum of one will contribute to an **ATAR**	Essential English	Essential Mathematics	Industrial Technology Skills	Media Arts in Practice	Dance in Practice	Hospitality Practices
Certificates at school Cert II in Work Skills Cert II in Active Volunteering Cert II in Applied Design Cert III in Business Cert III in Ministry and Theology Dip Leadership & Management	Lines 1 and 2 are reserved for **Maths** & **English** only					
Inquisify Subjects						
BSDE Subjects						
USQ Head Start/CHC Launch Program						
Apprenticeship/Traineeship						
Emergency Subject						
QCE Credit	4*	4*	4*	4*	4*	4*
Total QCE Credit	4 x 6 = 24 QCE Credits *					

Note: To obtain an ATAR, students must choose at least 4 General Subjects and no more than 1 Applied Subject. English and Mathematics are mandatory for a Queensland Certificate of Education.

* QCE Credit is only awarded if the student successfully completes the units of the course.

Select subjects are available via Brisbane School of Distance Education, Inquisify, Cairns School of Distance Education. If choosing one of these subjects (not listed in a line) students will participate in online classes that will be set by the provider. This may mean they miss their scheduled timetabled subjects.

Senior Education Profile

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

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

For more information about the SEP: Senior Education Profile (SEP) | Queensland Curriculum and Assessment Authority (qcaa.qld.edu.au)

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

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

Short Courses

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

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

Vocational education and training (VET)

Alongside the ATAR and QCE students have the opportunity to finish school with a range of vocational certificates I, II and III. Students can complete these certificates which also contribute to the QCE and their future employment from Year 10 to Year 12 as one of their electives or through a traineeship/apprenticeship.

Students need to be active participants in their pathways if they choose an apprenticeship or traineeship as it will require making up class work missed while on their placements. Most of our certificate courses can be completed during allocated time.

Students can access VET programs through the school in multiple ways including:

- Chinchilla Christian College is a registered location of Christian Community Ministries Ltd's registered training organisation (RTO). Several certificates are offered via CCM RTO.
- through our third-party arrangement with an external provider, iVET
- through our third-party arrangement with TAFE
- via online learning of other training organisations who offer certificates to students
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Students can choose a combination of vocational certificates and General or Applied subjects. It is possible to receive an ATAR and some certificates by the end of Year 12.

VETiS funding is available for students to receive one certificate by the end of Year 12. Some of the outside courses are eligible for students to use this funding. Internal courses (such as CCM RTO provided courses) have no cost to students attending our school. It is possible to get multiple certificates with no further cost to the student.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA

assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

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

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

The Senior External Examination is for:

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

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

For more information about the Senior External Examinations, please refer to: www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar: Senior Education Profile calendar | Queensland Curriculum and Assessment Authority (qcaa.qld.edu.au).

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

Full List of QCAA Senior Subjects and Certificate Courses Available

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Maths

Technologies

General

- Design
- Digital Solutions

Applied

- Industrial Technology Skills
- Information & Communication Technology
- Hospitality Practices

Languages

General

- Chinese
- French
- German
- Japanese
- Spanish

English

General

- English

Applied

- Essential English

Heath and Physical Education

General

- Health
- Physical Education

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Science in Practice

Humanities

General

- Aboriginal and Torres Strait Islander Studies
- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History
- Philosophy & Reason

Applied

- Business Studies
- Religion & Ethics
- Social & Community Studies
- Tourism

The Arts

General

- Drama
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

Applied

- Dance in Practice
- Media Arts in Practice
- Music in Practice

Certificate Courses

- Certificate II in Work Skills
- Certificate II in Active Volunteering
- Certificate II in Applied Design
- Certificate III in Business
- Certificate III in Ministry and Theology
- Diploma in Leadership and Management

General Mathematics

General senior subject

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Let your light shine

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

CHINCHILLA CHRISTIAN COLLEGE

General

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences	**Calculus and further functions** Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1	**Further calculus** The logarithmic function 2 Further differentiation and applications 2 Integrals	**Further functions and statistics** Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

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

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2): Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination</td></tr>
</table>

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof Combinatorics Vectors in the plane Introduction to proof	**Complex numbers, trigonometry, functions and matrices** Complex numbers 1 Trigonometry and functions Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** Proof by mathematical induction Vectors and matrices Complex numbers 2	**Further statistical and calculus inference** Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

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

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

Summative assessments

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

Essential Mathematics

Applied senior subject

CHINCHILLA CHRISTIAN COLLEGE

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

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

English

General senior subject

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

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

Essential English

Applied senior subject

CHINCHILLA CHRISTIAN COLLEGE

Applied

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

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

Accounting

General senior subject

General

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business — no GST	**Management effectiveness** Accounting for a trading GST business End-of-year reporting for a trading GST business	**Monitoring a business** Managing resources for a trading GST business Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** Cash management Complete accounting process for a trading GST business Performance analysis of a public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Project — cash management	25%
Summative internal assessment 2 (IA2): Examination — combination response	25%	Summative external assessment (EA): Examination — short 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, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world Digging up the past Ancient societies — Slavery Ancient societies — Art and architecture Ancient societies — Weapons and warfare Ancient societies — Technology and engineering Ancient societies — The family	**Personalities in their time** Hatshepsut Akhenaten Xerxes Perikles Alexander the Great Hannibal Barca Cleopatra Agrippina the Younger Nero Boudica Cao Cao	**Reconstructing the ancient world** Thebes — East and West, 18th Dynasty Egypt The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire Fifth Century Athens (BCE) Philip II and Alexander III of Macedon Early Imperial Rome	**People, power and authority** Schools choose one study of power from: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Rome — the Punic Wars Ancient Rome — Civil War and the breakdown of the Republic

Unit 1	Unit 2	Unit 3	Unit 4
Ancient societies — Beliefs, rituals and funerary practices.	Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) Richard the Lionheart Alternative choice of personality	Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The 'Fall' of the Western Roman Empire The Medieval Crusades	QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III Rameses II Themistokles Alkibiades Scipio Africanus Caesar Augustus

Assessment

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

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

Summative assessments

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

Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

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

Assessment

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

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

Summative assessments

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

Economics

General senior subject

General

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

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

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models The basic economic problem Economic flows Market forces	**Modified markets** Markets and efficiency Case options of market measures and strategies	**International economics** The global economy International economic issues	**Contemporary macroeconomics** Macroeconomic objectives and theory Economic management

Assessment

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

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

Summative assessments

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

Geography

General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies

General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

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

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789 Industrial Revolution, 1760s–1890s American Revolution, 1763–1783 French Revolution, 1789–1799 Age of Imperialism, 1848–1914	**Movements in the modern world** Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 Workers' movement since the 1860s Women's movement since 1893 May Fourth Movement in China, 1919	**National experiences in the modern world** Australia, 1914–1949 England, 1756–1837 France, 1799–1815 New Zealand, 1841–1934 Germany,1914–1945 United States of America, 1917–1945 Soviet Union, 1920s–1945 Japan, 1931–1967 China, 1931–1976 Indonesia, 1942–1975	**International experiences in the modern world** Australian engagement with Asia since 1945 Search for collective peace and security since 1815 Trade and commerce between nations since 1833 Mass migrations since 1848 Information Age since 1936

Unit 1	Unit 2	Unit 3	Unit 4
Meiji Restoration, 1868–1912	Independence movement in Algeria, 1945–1962	India, 1947–1974 Israel, 1948–1993	Genocides and ethnic cleansings since the 1930s Nuclear Age since 1945 Cold War, 1945–1991
Boxer Rebellion, 1900–1901 Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1	Independence movement in Vietnam, 1945–1975 Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969 Pro-democracy movement in Myanmar (Burma) since 1988 Alternative topic for Unit 2	South Korea, 1948–1972	Struggle for peace in the Middle East since 1948 Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

Philosophy & Reason

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete topics in this unit.	**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 assessments

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

Religion & Ethics

Applied senior subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
Who am I? the personal perspective Who are we? the relational perspective Is there more than this? the spiritual perspective	The Australian scene Ethics and morality Good and evil Heroes and role models Indigenous Australian spiritualities	Peace and conflict Religion and contemporary culture Religions of the world Religious citizenship Sacred stories

	Meaning and purpose	Social justice Spirituality

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
Personal skills — Growing and developing as an individual Interpersonal skills — Living with and relating to other people Citizenship skills — Receiving from and contributing to community	The Arts and the community Australia's place in the world Gender and identity Health: Food and nutrition Health: Recreation and leisure	Into relationships Legally, it could be you Money management Science and technology Today's society The world of work

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

Tourism

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Design

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Industrial Technology Skills

Applied senior subject

CHINCHILLA CHRISTIAN COLLEGE

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

The Industrial Technology Skills course is designed around:

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

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

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

Assessment

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

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

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

Information & Communication Tech

Applied senior subject

Applied

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

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Core topics	Elective contexts	
Hardware Software ICT in society	Animation Application development Audio and video production Data management Digital imaging and modelling Document production	Network fundamentals Online communication Website production

Assessment

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.

Hospitality Practices

Applied senior subject

CHINCHILLA CHRISTIAN COLLEGE

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

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

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

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

Assessment

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

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Health

General senior subject

General

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

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

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Physical Education

General senior subject

General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

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

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

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			

Physics

General senior subject

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
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Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Psychology

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual 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 assessments

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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination</td></tr>
</table>

Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

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

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	At least three different components from the following: • written: 200–300 words • spoken: 1½ – 2½ minutes • multimodal – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: – 20–30 minutes – 50–250 words per item.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Chinese

General senior subject

General

Chinese provides students with the opportunity to reflect on their understanding of the Chinese 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 Chinese-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 Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers and friends • Lifestyle and leisure • Education	探索世界 **Exploring our world** • Travel • Technology and media • The contribution of Chinese culture to the world	社会现象 **Our society** • Roles and relationships • Socialising and connecting with my peers • Individuals in society	我的未来 **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

French

General senior subject

General

French provides students with the opportunity to reflect on their understanding of the French 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 French-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 French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

German

General senior subject

General

German provides students with the opportunity to reflect on their understanding of the German 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 German-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 German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- Comprehend German to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in German.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt **My world** Family/carers and friends Lifestyle and leisure Education	**Unsere Welt erkunden** **Exploring our world** Travel Technology and media The contribution of German culture to the world	**Unsere Gesellschaft** **Our society** Roles and relationships Socialising and connecting with my peers Groups in society	**Meine Zukunft** **My future** Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

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

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** Family/carers and friends Lifestyle and leisure Education	**私達のまわり** **Exploring our world** Travel Technology and media The contribution of Japanese culture to the world	**私達の社会** **Our society** Roles and relationships Socialising and connecting with my peers Groups in society	**私の将来** **My future** Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Spanish

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- comprehend Spanish to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Spanish.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Drama

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2): Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Examination — extended response</td></tr>
</table>

Music

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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Examination</td></tr>
</table>

Music Extension (Composition)

General senior subject – Year 12 2024

CHINCHILLA CHRISTIAN COLLEGE

General

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Structure

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

Assessment

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

Summative assessments

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

Music Extension (Musicology)

General senior subject – Year 12 2024

CHINCHILLA CHRISTIAN COLLEGE

General

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Music Extension (Performance)

General senior subject – Year 12 2024

CHINCHILLA CHRISTIAN COLLEGE

General

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

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

Assessment

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

Summative assessments

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

Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Dance in Practice

Applied senior subject

CHINCHILLA CHRISTIAN COLLEGE

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
The Project in Dance in Practice requires: • a dance performance: 1½ – 2 minutes • at least one other component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes • product: variable conditions.	• Dance performance: 2–3 minutes • Production performance :variable conditions • Teaching performance: variable conditions	• Design solution and folio:variable conditions • Choreographic work: 2–3 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Media Arts in Practice

Applied senior subject

CHINCHILLA CHRISTIAN COLLEGE

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

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

Objectives

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

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

Structure

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

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Assessment Policy and Practices

Christian Community Ministries (CCM) Colleges: Queensland

Purpose

We are committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Christian Community Ministries Ltd: Queensland based Colleges to ensure academic integrity in relation to the submission of work and the completion of all assessment items (including exams).

This policy:

- Provides information to students about expectations for assessment and their responsibilities
- Includes guidelines and information for staff about expectations and their roles and responsibilities.
    - Is communicated clearly to teachers, students and parents/carers
    - Is enacted consistently across all subjects within our College
    - Is based on information in the principles and organisational structure of the College, QCE and QCIA Policy and Procedures Handbook, and QCAA Syllabuses

The roles and responsibilities outlined apply to all students at CCM Queensland based College's, parents/carers and staff, and complies with policies and procedures established by the QCAA and College.

It includes procedures and processes for:

- promoting academic integrity;
- managing academic misconduct;
- applying for Access Arrangements and Reasonable Adjustments (AARA);
- meeting the deadlines for the submission of internal assessment instruments, and
- the administration of external assessment.

Principles

Our expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- accessible and equitable for all students
- evidence-based, using established standards and instrument specific marking guides (ISMG) to make defensible and comparable judgements about student learning and achievement.
- transparent, to enhance professional and public confidence in the process used, the information obtained and the decisions made; and
- informative of where students are in their learning.

Scope

The scope of this policy includes Applied, Applied (Essential), General, General (Extension) subjects and short courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the QCE and QCIA Policies and Procedures Handbook.

Formative Assessment Completion

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in responses to assessment planned for each unit. Subject Teachers gather evidence of learning and match this to the relevant standards to make judgements.

Summative Assessment Completion

General and Applied Subjects

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for their subjects. Students cannot repeat one summative unit only. Therefore, if a student is to repeat a subject in Units 3 and/or 4 they must repeat both as they work as a pair (section 8.2).

Senior External

Students enrolled in a Senior External examination

Short Courses

There must be evidence of student responses to each summative internal assessment to achieve a course result.

Promoting academic integrity

Our College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-college procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	To ensure that all stakeholders in our College community are aware of our assessment policy, it is located on the College website. Relevant sections and more detailed requirements of the policy are found in the Staff Handbook and Student Handbook.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	We have high expectations about integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. We encourage teaching staff to review these courses annually and to apply for QCAA Endorsement, Confirmation and Assessor roles. Students are required to complete the academic integrity courses provided by the QCAA. To ensure consistent application of the assessment policy, relevant processes **[see Appendix A *"Reminders regarding academic integrity: Exams"*; Appendix B *"Reminders regarding academic integrity: Assignments"*]** will be revisited: - when each task is handed to students; - at the beginning of exam sessions. Information will also be regularly communicated in newsletters and other electronic communication. We emphasise the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand: - forward planning – understanding the components of a task and how long each component might take to complete; - time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances; - note-taking and summarising – synthesising research or gathering information into a new idea or summary; - referencing – appropriately acknowledging the ideas, work or interpretation of others; - choosing appropriate examples – selecting appropriate quotes or examples to support an argument; - argue or communicate meaning; - editing – refining their own work; and - checking – self assessing compliance with academic integrity guidelines before submitting responses. The whole College community; staff, students and parents/carers have roles and responsibilities in this context.

Due dates Section 8.2.7	We are required to adhere to QCAA policies about due dates. **College responsibility** Our teaching staff are responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments. Assessment schedules will: - align with syllabus requirements; - provide sufficient work time for students to complete the task; - allow for internal quality assurance processes; - enable timelines for QCAA quality assurance processes to be met; - be clear to teachers, students and parents/carers; - be consistently applied; - be clearly communicated within two weeks of the beginning of each unit; and - give consideration to allocation of workload **Student Responsibility** All students will be provided with their assessment schedule within two weeks of the beginning of each unit. Students are responsible for recording and adhering to these due dates. Students are responsible for planning and managing their time to meet the due dates. Teachers are not able to grant extensions. AARA applications must be applied for by students and approval given according to QCAA guidelines.
Submitting, collecting and storing assessment information Section 9	Assessment instrument will provide information about: - arrangements for submitting drafts; - due dates for completed assessment; and - the file types suitable for submission. All assessment drafts will be submitted by the due date. Copies of drafts will be collected and stored electronically at the time of draft submission.
Appropriate materials Section 7.1 Section 8.5.3	We are a supportive and inclusive school. Materials and texts are chosen with care in this context.

Ensuring academic integrity

We have procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	Scaffolding assessment is limited to: - checkpoints that students can use to manage completion of components of the assessment instrument; - guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and - providing prompts and cues for students about the requirements of their response. When scaffolding, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student response is their own. The College has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Principal's Delegate. Across the phases of learning there will be a gradual release of responsibility to students.
Checkpoints Section 8.2.7	The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with parents/carers about potential issues will help ensure assessment is completed by the due date.
Drafting Section 8.2.5 Section 8.2.4	Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example; written draft, rehearsal of performance piece, or a product in development. Drafts are used as evidence of student achievement in the case of illness and misadventure, or non-submission for other reasons. Feedback on drafts: - must not compromise the authenticity of student responses by adding ideas; - must not edit or correct grammar and spelling but note in feedback; - is provided on a maximum of one draft of each student's response; - is a consultative process, not a marking process; - will be provided within one week of submission of draft; - a copy of the feedback is stored electronically; and - parents/carers are notified about non-submission of drafts and the processes to be followed.
Managing response length Section 8.2.6	Response lengths are specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths: - Internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; - Subject-specific strategies about responding purposefully within the prescribed conditions of the task are embedded in the teaching and learning programs; - Model responses within the required length are provided by teachers and used in class; - Feedback about length is provided by teachers at checkpoints and on drafts. Students will: - Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets - Apply feedback about length to their drafts

	- Edit responses to meet requirements for length
Authenticating student responses Section 8.2.8	Accurate judgements of student achievement can only be made on genuine student assessment responses. We use strategies as selected from the instrument-specific template, as appropriate, across all subjects and phases of learning. There are additional specific practices that are to be applied consistently that may include: - Assessment tasks modified from year to year; - Internal quality assurance processes comparing responses of students who work in groups, and cross-marking in subjects with multiple cohorts; and - An assessment schedule that ensures sufficient time for completion of tasks, and monitoring of development of responses.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	We are committed to reducing barriers to success for all students. Access arrangements are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond or participate in assessment. We follow the processes as outlined in the QCE and QCIA Policy and Procedures Handbook. All evidence that decisions are based on will be recorded and stored electronically within a central location in a College SharePoint space. All AARA applications for summative assessments in Units 3 and 4 require QCAA approval. Students are not eligible for AARA on the following grounds: - unfamiliarity with the English language; - teacher absence or other teacher-related difficulties; - matters that the student could have avoided; - matters of the student's or parent's/carer's own choosing; or - matters that the College could have avoided. If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.
Managing non-submission of assessment by the due date Section 11.1 Section 8.2.7	Teachers will keep progressive evidence of student responses as it is gathered at the prescribed checkpoints. Evidence includes, but is not limited to: - unmarked drafts; - class work; - rehearsal notes; - photographs of student work; and - teacher observations. The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets. When a student does not submit a response for an assessment instrument on or before the due date set by the College, a result is awarded using any evidence from the preparation of the responses that is available on or before the due date. It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards. - For Applied subjects, an E cannot be awarded when there is no evidence for that standard. - For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence. - For Short Courses, an E cannot be awarded when there is no evidence for that grade. - In all these cases, the only result that can be awarded is Not Rated (NR).

Internal quality assurance processes Section 9	All summative internal assessment instruments for Units 3 and 4 will undergo an internal quality assurance process prior to submission to QCAA, using quality assurance tools provided by the QCAA. Internal assessment instruments for Units 1 and 2 will be reviewed using an internal quality assurance process before they are administered to students. Quality assurance of judgements about student achievement contributing to results may be completed prior to results being provided. Internal processes that may occur before student's results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example: - All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process. - Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from QCAA.
Review Section 13.3	As per QCAA instructions and guidelines.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10 See also: *External assessment — administration guide* (provided to schools each year)	As per QCAA instructions and guidelines.

Managing academic misconduct

	Types of misconduct	Proactive Procedure	Reactive Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during	Before an exam • Remind students they are not allowed to write during perusal time • Remind students they cannot continue writing after the instruction to stop writing is given • Check for unauthorised equipment and or materials. Students to only have required materials on their desk	During an exam • If a student begins to write during perusal time, teacher to take writing instruments off them • If a student brings unauthorised equipment or materials, the teacher will take these items as they enter the room • If a student uses unauthorised equipment or materials during an exam, the exam paper will be removed and will not be

	Types of misconduct	Proactive Procedure	Reactive Procedure
	an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	• Remind students that they cannot have any notation written on their body, clothing or object brought into exam room • Students to hand in phones • Remind students that communication with any person other than the supervisor during an exam is prohibited • Remind students they cannot share equipment with another student	marked. Parents will be advised. • If a student is found to have any notation written on the body, clothing or any object brought in an assessment room, the exam paper will be removed and will not be marked. • If a student communicates with any other person other than a supervisor during an examination that does not impact the integrity of the assessment item, they will receive a warning. On the second warning they will be removed from the room. • If a student communicates with intent to, or impacts the integrity of the assessment item, the exam paper will be removed and will not be marked. Parents will be advised.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.	When distributing assignments • Remind students that responses need to reflect their own work and that they should not share their work with others After marking and feedback • Remind students not to share their responses with other year levels. • Teacher to regularly 'update' assessment tasks `	After an assignment has been submitted • If duplicate responses are submitted by multiple students, investigate to determine original creator. Duplicate work will not be awarded a mark. Parents will be advised. After marking and feedback • If teacher becomes aware that the integrity of the assessment task has been compromised, assessment task will need to be updated.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	When distributing assignments • Remind students that responses need to reflect their own work • Teachers to establish checkpoints for the assessment task to see the progression of the assessment item After marking and feedback • Remind students not to share their responses with other year levels.	If the teacher suspects that a student has paid a person or service to complete the assessment or sells or trades a response to an assessment, they will investigate the allegation. If the allegation is substantiated, the student will not be awarded a mark for the assessment item. Parents will be advised. If the integrity of the assessment task has been compromised, assessment task will need to be updated.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam	When distributing assignments • Remind students that responses need to reflect their own work • Teachers to establish checkpoints for the assessment task to see the	While the assignment is being completed • Draw student's attention to the issue and scaffold task to allow student to complete their own work. After the assignment has been submitted

	Types of misconduct	Proactive Procedure	Reactive Procedure
	• copies another student's work during an exam.	progression of the assessment item While the assignment is being completed • Teachers to establish checkpoints for the assessment task to see the progression of the assessment item ☑ Before an exam • Remind students that responses need to reflect their own work. They are not to allow students to copy responses or look at another student's work.	• If duplicate responses are submitted by multiple students, investigate to determine original creator. Duplicate work will not be awarded a mark. Parents will be advised. During or after an exam • If a student is observed copying other students work. Annotate on the exam the question for both students. • Move the student to a space where they are unable to see the work of other students. This should continue into future exams.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	When distributing an assessment item • Remind students the importance of academic integrity, particularly not sharing stimulus answers/responses, or attempting to access secure assessment materials	If the teacher suspects that a student has accessed unauthorised information that compromises the integrity of the assessment, such as a stimulus material or suggested answers/ responses prior to completing a response to the assessment, they will investigate the allegation. If the allegation is substantiated, the student will receive a consequence as outlined in the College Behaviour Development Plan. If the integrity of the assessment task has been compromised, assessment task will need to be updated.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	When distributing assignments • Remind students that data and references need to be authentic While the assignment is being completed • The teacher follows authentication processes with the student to ensure that data and references are accurate	After the assignment has been completed • Mark the work according to the Instrument Specific Marking Guide. • Provide comment on 'practicing ethical scholarship' in feedback on task. Discussion with student regarding academic integrity.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.	When distributing assignments or before an exam • Remind students that responses need to reflect their own work • Remind students that they cannot complete responses for other students. While the assignment is being completed • The teacher follows authentication processes with	If the teacher suspects that a student has either arranged for another person to complete their response or completes a response to an assessment in the place of another student, they will investigate the allegation. If the allegation is substantiated, the student will receive a consequence as outlined in the College Behaviour Development Plan.

	Types of misconduct	Proactive Procedure	Reactive Procedure
		the student to ensure academic integrity.	Compromised work will not be awarded a mark. Parents will be advised.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	Before an exam • Remind students of expectations during exams • Inform students that if they distract or disrupt other students, they will be removed from the room	During an exam • Provide a warning • Quietly remove student from the exam room • Teacher discretion whether student continues exam in another location or not. Parents will be advised.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	When distributing assignments • Remind students of requirement for referencing • Remind students what constitutes plagiarism and how to avoid it While the assignment is being completed • The teacher follows authentication processes with the student	After the assignment has been completed • Use a tool or process to check for plagiarism. • Mark the student work according to the Instrument Specific Marking Guide. Do not mark plagiarised sections. Parents will be advised. • Provide comment on 'practicing ethical scholarship' in feedback on task. • Discussion with student regarding academic integrity.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	When distributing assignments • Remind students of requirement for referencing • Remind students what constitutes plagiarism and how to avoid it While the assignment is being completed • The teacher follows authentication processes with the student	After the assignment has been completed • Use a tool or process to check for plagiarism. • Mark the student work according to the Instrument Specific Marking Guide. Do not mark plagiarised sections. Parents will be advised. • Provide comment on 'practicing ethical scholarship' in feedback on task. • Discussion with student regarding academic integrity.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	When distributing assignments or before an exam • Remind students that responses need to reflect their own work • Remind students that they cannot complete responses for other students and that they cannot receive a significant contribution of help While the assignment is being completed • The teacher follows authentication processes with the student to ensure academic integrity.	If the teacher suspects that a student has either arranged or allowed a parent/carer or any other person in a supporting role to complete or contribute significantly to a response, they will investigate the allegation. Compromised work will not be awarded a mark. Parents will be advised.

Appendix A

Reminders regarding academic integrity (exams)

Academic Integrity requires that assessment be approached in an honest, moral and ethical way. This exam is an opportunity for you to genuinely demonstrate your learning and achieve results based on your own work and effort.

To ensure that you meet the standard of Academic Integrity, please review the following reminders:

1. Your responses on this exam should be your own work. This means that:
    a. You should not allow others to see or copy your responses
    b. You should not look at, or copy the responses of others
    c. You should not have any notes written on your body, clothing or any object brought into the exam room
    d. You should not access any information outside of the exam paper

    If your actions impact the integrity of this exam, it will be at the Exam Supervisors' discretion whether your responses will be marked.

2. Once the Exam Conditions have started you should not disrupt other students. This means that:
    a. You should only communicate with the Exam Supervisor
    b. You should not communicate with any other person
    c. You should not make any sounds or actions that will distract other students. This includes turning around or making eye contact.

    If you disrupt other students, you may be removed from the exam room. It will be at the Exam Supervisors' discretion whether you will continue the exam, and whether your responses will be marked.

3. You are allowed to bring the following equipment into this exam:
    a. Do not bring any unauthorised equipment into this exam room.
    b. You cannot share equipment with or borrow from other students.
    c. Please ensure that your phone is handed to the Exam Supervisor.

4. Do not begin writing during perusal time, and do not continue to write after the instruction to stop has been given.

Appendix B

Reminders regarding academic integrity (assignments)

Academic Integrity requires that assessment be approached in an honest, moral and ethical way. This assignment is an opportunity for you to genuinely demonstrate your learning and achieve results based on your own work and effort.

To ensure that you meet the standard of Academic Integrity, please review the following reminders:

1. Your responses on this assignment should be your own work. This means that:
    a. You should not complete responses for other students
    b. You should not allow other students to complete your responses
    c. You should not duplicate your work, or part of work from an already submitted response to an assessment instrument in this subject, or any other subject
    d. You should not arrange, or allow for a tutor, parents/carer or any other person to complete or contribute significantly to your response

    If your actions impact the integrity of this assignment, it will be at the teachers' discretion whether your responses will be marked.

2. All works must be referenced.
    a. You should not invent or exaggerate data
    b. You should not list incorrect or fictitious references

3. Checkpoints will occur throughout the assessment task. These will be used to ensure that Academic Integrity is maintained. Use these checkpoints to discuss any questions you have with your teacher.

Appendix C

Related school policy and procedures

While these practices were designed for senior secondary, it is recommended that these practices are standardised from Year 7 - Year 12. Teachers are encouraged to review these documents and provide feedback before they are developed into a formal secondary school Assessment Policy & Practices document.

Internal Assessment Processes:

1.1. **Assignment Submissions:** Electronic submissions are the preferred method when possible. Assessment tasks should be **RECEIVED** by the teacher by **11:59 PM** on the due date or submitted via Learner.Link. When a hard copy is required, printed assignments, practical work including folios, bodies of work of in class presentations and practical responses, students are to hand in their work as they enter class on the due date. Commencing in 2020, student responses in senior secondary will be scanned, photographed or recorded to create a digital copy to submit to QCAA for confirmation.

1.2. **Electronic Filing Cabinet:** Digital copies of student assessment and clean copies of endorsed assessment are stored electronically on the secure STAFF SharePoint space found through the Chinchilla Christian College staff access platform.

1.3. **Accepted Formats:** Microsoft Office documents are the preferred format. Tasks may also be completed in TEAMS, but staff need to be aware of the requirement for word counts to be included in submissions according to Confirmation submission information document provided by QCAA. FA and IA tasks must clearly state the accepted formats.

1.4. **Academic Integrity:** The policy document 'Managing Academic Misconduct' outlines the proactive and reactive strategies to respond to potential misconduct. The proactive strategies inform the appendices A and B: 'Reminders Regarding Academic Integrity'.

External Assessment Processes:

1.1. **Practice External Assessment:** General Subject teachers are required to use the mock EA materials found on the QCAA School Portal in Term 3, Week 10 of Year 12. Additional information regarding EXTERNAL ASSESSMENT will be added once released by QCAA.