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The Principal reserves the right to not offer, or to restrict the selection or offering of any subject listed in this booklet if there is insufficient student interest, lack of expertise or facilities.

# Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification and is awarded to eligible students at the end of year 12 by the Queensland Curriculum and Assessment Authority (QCAA).

To be eligible for a QCE, students must:

- Accrue 20 credits from their learning options, including:
  - QCAA subjects or courses
  - Vocational Education and Training (VET) qualifications
  - Non-Queensland studies
  - Recognised studies
- Set standard
  - Satisfactory/Unsatisfactory for Units 1 and/or 2 AND a grade of C or better for Units 3 and 4
  - Competency or Qualification Completion for VET courses
- Set pattern
  - 12 credits from Completed Core courses of study AND
  - 8 points from any combination of study
  - Subjects contribute to Completed Core if a student is enrolled from unit 1 through to unit 4 and completes units 3 and 4 (combined) with a C or higher result. A student who completes this course of study and fails units 3 and 4 (combined), this subject will not count towards completed core.
- Literacy and Numeracy Requirements
  - Literacy - a satisfactory in Unit 1 OR 2 OR a C or higher in Units 3 & 4 of any English subject
  - Numeracy - a satisfactory in Unit 1 OR 2 OR a C or higher in Units 3 & 4 of any Maths subject
  - Short Course Numeracy
  - Short Course Literacy

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.

## Senior Education Profile

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

- Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Senior subjects

The QCAA develops four types of senior subject syllabuses:

- General
- Applied
- Senior External Examinations
- 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.

## 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.

Only results from units 3 and 4 (combined) are used in ATAR calculations. Units 1 and 2 of provide foundational learning and contribute towards QCE credits.

### 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.

## Different Types of Learning Programs

**General subjects** are those that provide opportunities for students to follow a pathway that leads primarily to tertiary study (they can prepare students for vocational training and work also). General subjects are essential in the calculation of an ATAR (at least 4 of the 5 contributing subjects must be General). Results from General subjects contribute to the award of a QCE and Units 3 and 4 (combined) contribute to an ATAR, if the student is ATAR eligible.

**Applied subjects** these subjects are predominately vocational in nature, leading to vocational education and training and/or work. One of these subjects (Units 3 and 4 combined) can contribute to ATAR calculation if studied in combination with at least four General subjects.

**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.

**Vocational Education & Training (VET) Courses** are nationally recognised and accredited training programs that prepare students for industry or further education and training. These courses are competency-based and successful attainment contributes to credit for a student's QCE. Successful completion of a Certificate III or above can also contribute to ATAR calculation in combination with General Subjects.

**Signature Programs (Trade Futures / Innovate Ag / The Agricultural Professionals)** are two-year courses of study in Years 11 & 12 designed to provide specific theoretical and practical skills for an occupational field (i.e. Engineering and Trades or Agricultural). These courses will usually include a combination of General subjects, Applied subjects and Vocational Certificates and may have different delivery modes and/or locations.

**School-based Apprenticeships/Traineeships** become an option for students once they reach the age of 15 years. The school supports School-based Apprenticeships and Traineeships through timetabling and monitoring of engagement and compliance processes, however students must have secured an employer before negotiating arrangements with the school. The HOD Student Support (Senior Secondary) is the primary contact person if you are interested in establishing a SBA or SBT.

## Initial Considerations

- **What subjects interest you?** It is best to consider those you like and feel you would enjoy for the year with a view to study in Years 11 & 12.
- **What careers interest you?** Talk this over with as many people as possible. Remember, Teachers, HODs and Guidance Staff are available to help you access a wide variety of information.
- **What further education will be required to meet your ambitions?** What kinds of courses and at which institutions—universities or TAFE Colleges.
- **Which subjects do you succeed in?** A proven track record in various subjects is an important guide for future decisions.
- **Are your ambitions realistic?** Both you and your parents should ensure that your ambitions match your ability and performance. Your achievements during Junior Secondary and Year 10 will give you a fair indication of whether your ambitions can be achieved.
- **Have you kept your options open?** If you are unsure of what you want to do, it is best to select subjects that keep your future options open. Even if you have definite career ideas, it is unwise to select a course that restricts you to a very limited area.

## Year 11, 2025 - Subject Selection Information

Students entering Year 11 are expected to study the equivalent of a **five (5) subject study load**. These subjects are spread across a four (4) day week with the exception of students studying Specialist Mathematics, or participating in the Innovate Ag or Trade Futures Programs.

Selecting an **English** subject is **compulsory**. The remaining four (4) subject choices can be chosen from the elective subject list and may include General, Applied and VET subjects (or a combination) depending on your selected educational pathway – ATAR pathway for university entrance or a more vocational pathway for workforce entry or further vocational training.

You may also be able to access other program choices including BSDE, TAFE offerings, VET Studies through other external RTOs, or school-based apprenticeships and traineeships.

## Dalby SHS Prerequisite Rules

Dalby State High School values student QCE achievement and supports maximisation of QCE attainment through some prerequisite rules for students entering Year 11. These are:

### English and Mathematics:

- Students must achieve a C or better in Year 10 English in order to select English in Year 11. **Students studying English Foundation in Year 10 will transition to Essential English in Year 11.**
- Students must achieve a C or better in Mathematics in order to select General Mathematics in Year 11.
- Students must achieve a C or better in Mathematics Extension in order to select Mathematical Methods in Year 11.
- Students must achieve a B or better in Mathematics Extension in order to select Specialist Mathematics in Year 11.

### Choosing an ATAR course of study:

For a student to choose an ATAR pathway, the following must be met:

- Students must pass four or more Year 10 General Foundation subjects to choose an ATAR-eligible course of study in Years 11 and 12. For example, if a student intends to be ATAR-eligible and continue study at university, they would need to pass English; plus three other General Foundation subjects in Year 10.
- If a student studies a General Foundation subject in Year 10 and exits or completes the subject with a failing grade (D or E), they will not be eligible to choose the corresponding General subject in Years 11 & 12.
- In the case of failing a combined foundation subject (e.g. Science Extension), consideration would be given to entry into the relevant General subject in Years 11 & 12 if success had been demonstrated in the specific subject content relevant to that particular subject choice in Years 11 & 12. (e.g. if a student was successful in the Chemistry aspect, they may be eligible to choose Chemistry in Years 11 & 12). This would be assessed on a case-by-case basis.

# General Subject 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 completion of Units 1 and 2 to the QCAA (satisfactory/unsatisfactory) 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 Subject Assessment

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

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.



## Choosing Your Senior Subjects

Congratulations! You're nearing the end of Year 10. Now is the time to decide which subjects to study in Years 11 and 12 (Senior). To help you choose the right combination of subjects to maximise your future opportunities, read the information and complete the activities in this booklet.

### Start With Your Interests: (highlight and add your own ideas)

<b>What do you enjoy?</b>	reading music  <b>Other:</b>	playing video games art	being outdoors	sport
<b>What do you enjoy learning about?</b>	environment programming  <b>Other:</b>	politics	public health	computer
<b>What are you good at?</b>	seeing the 'big picture' showing empathy  <b>Other:</b>	fixing things	paying attention to details	
<b>What have you already achieved in (other than school subjects):</b>	leading people other languages  <b>Other:</b>	photography	coaching	fluency in
<b>What are your goals and ambitions?</b>	<b>Short term (next 3 years)?</b>  <b>Long terms (next 10 years and beyond)?</b>  Do you want to help people, earn a high salary, work with children, work overseas, work with animals, be a doctor? Be realistic. If you don't like flying, for example, you probably won't enjoy being a pilot. If you are not enjoying (or passing) a particular subject/s, you it is likely a career in that field is not really for you.			

### Choosing Your Senior Subjects - Activity

Complete the activity to choose your Senior Subjects.

1. Consider your interests. Now, **think about your school subjects to Year 10** and complete the tables:

MY FAVOURITE SUBJECTS	RESULTS

MY BEST SUBJECTS	RESULTS

2. Consider your career options that you are interested in after you have finished school. Complete the table (with a minimum 3 career options):

CAREER OPTIONS	REQUIRES FURTHER STUDY? Yes/No	ARE THERE SENIOR SUBJECT PREREQUISITES? LIST THEM

# English

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Essential English

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## 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): <ul style="list-style-type: none"> <li>• Spoken response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Written response</li> </ul>

# Accounting

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real-world accounting</b> <ul style="list-style-type: none"> <li>• Introduction to accounting</li> <li>• Accounting for today's businesses</li> </ul>	<b>Financial reporting</b> <ul style="list-style-type: none"> <li>• End-of-period reporting for today's businesses</li> <li>• Performance analysis of a sole trader business</li> </ul>	<b>Managing resources</b> <ul style="list-style-type: none"> <li>• Cash management</li> <li>• Managing resources for a sole trader business</li> </ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"> <li>• Fully classified financial statement reporting and analysis for a sole trader business</li> <li>• Complete accounting process for a sole trader business</li> <li>• Performance analysis of a public company</li> </ul>

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



# Agricultural Science

## General senior subject (Alternative Sequence)

General

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

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

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

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

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

## Structure

At Dalby State High School, Agricultural Science is delivered using an Alternative Sequence structure. This allows for a seamless composite class for year 11 and 12. Year 11 students may enter at either Unit 1 or 3 based on the year of entry:

- 2026 Students will enter year 11 on Unit 3
- 2027 Students will enter year 11 on Unit 1.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Agricultural systems</b> <ul style="list-style-type: none"> <li>• Agricultural enterprises A</li> <li>• Animal production A</li> <li>• Plant production A</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Management of renewable resources</li> <li>• Physical resource management</li> <li>• Agricultural management, research and innovation</li> </ul>	<b>Agricultural production</b> <ul style="list-style-type: none"> <li>• Animal production B</li> <li>• Plant production B</li> <li>• Agricultural enterprises B</li> </ul>	<b>Agricultural management</b> <ul style="list-style-type: none"> <li>• Enterprise management</li> <li>• Evaluation of an agricultural enterprise's sustainability</li> </ul>

## 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):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>			

# Ancient History

## General senior subject (Alternative Sequence)

**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 historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

## Structure

At Dalby State High School, Ancient History is delivered using an Alternative Sequence structure. This allows for a seamless composite class for year 11 and 12. Year 11 students may enter at either Unit 1 or 3 based on the year of entry:

- 2026 Students will enter year 11 on Unit 3
- 2027 Students will enter year 11 on Unit 1.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the Past (2 foci)               <ol style="list-style-type: none"> <li>1. Mungo Man</li> <li>2. Pompeii</li> </ol> </li> <li>• Features of ancient society (focus – Vikings – weapons and warfare or beliefs, rituals and funerary practices)</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• To be confirmed</li> <li>• External Assessment topic yet to be released by QCAA.</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Thebes — East and West, from the 18th to the 20th Dynasty</li> <li>• 5th Century Athens</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> <li>• Julius Caesar OR Cleopatra</li> </ul>

## Assessment

Formative assessments in Units 1 and 2 are devised by the school to suit our 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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>		<ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>	

# Biology

## General senior subject

General

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

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

Biology aims to develop students':

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis — thermoregulation and osmoregulation</li> <li>Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Business

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## Assessment

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

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

### Summative assessments

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



# Chemistry

## General senior subject

General

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

Chemistry aims to develop students':

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## 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):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>			

# Drama

## General senior subject (Alternative Sequence)

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

At Dalby State High School, Drama is delivered using an Alternative Sequence structure. This allows for a seamless composite class for year 11 and 12. Year 11 students may enter at either Unit 1 or 3 based on the year of entry:

- 2026 Students will enter year 11 on Unit 3
- 2027 Students will enter year 11 on Unit 1.

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

## Assessment

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

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

### Summative assessments

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

# Design

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>• Designing for others</li> </ul>	<b>Commercial design influences</b> <ul style="list-style-type: none"> <li>• Responding to needs and wants</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>• Responding to opportunities</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Design challenge</li> </ul>		<ul style="list-style-type: none"> <li>• Project</li> </ul>	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Project</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>	

# Film, Television & New Media

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul>	<b>Participation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul>	<b>Artistry</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</li> </ul>

## 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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			



# General Mathematics

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Similarity and scale</li> <li>• Algebra</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applications of linear equations and trigonometry, matrices and univariate data analysis</b> <ul style="list-style-type: none"> <li>• Applications of linear equations and their graphs</li> <li>• Applications of trigonometry</li> <li>• Matrices</li> <li>• Univariate data analysis 1</li> <li>• Univariate data analysis 2</li> </ul>	<b>Bivariate data and time series analysis, sequences and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis 1</li> <li>• Bivariate data analysis 2</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities 1</li> <li>• Loans, investments and annuities 2</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics 1</li> <li>• Networks and decision mathematics 2</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Geography

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>• Natural hazard zones</li> <li>• Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>• Responding to challenges facing a place in Australia</li> <li>• Managing challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>• Land cover transformations and climate change</li> <li>• Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>• Population challenges in Australia</li> <li>• Global population change</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Health

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Alcohol and other drugs (elective)</li> <li>• Body image (elective)</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Transport safety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

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

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

### Summative assessments

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

# Japanese

## General senior subject

General

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

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし —</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	<b>私達の世界をたんけん</b> <b>する — Exploring our</b> <b>world</b> <ul style="list-style-type: none"> <li>• Travel and exploration</li> <li>• Social customs</li> <li>• Japanese influences around the world</li> </ul>	<b>私達の社会、文化とアイ</b> <b>デンティティ — Our</b> <b>society; culture and</b> <b>identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sports</li> <li>• Groups in society</li> </ul>	<b>私の現在と将来 — My</b> <b>present; my future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

## Assessment

Formative assessments in Units 1 and 2 are devised by the school to suit our local context.

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%



# Legal Studies

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Australia's legal response to international law and human rights</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Modern History

## General senior subject (Alternative Sequence)

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

At Dalby State High School, Modern history is delivered using an Alternative Sequence structure. This allows for a seamless composite class for year 11 and 12. Year 11 students may enter at either Unit 1 or 3 based on the year of entry:

- 2026 Students will enter year 11 on Unit 3
- 2027 Students will enter year 11 on Unit 1.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the Modern World</b> <ul style="list-style-type: none"> <li>• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)</li> <li>• Arab Spring since 2010 (Tunisian Revolution begins)</li> </ul>	<b>Movements in the Modern World</b> <ul style="list-style-type: none"> <li>• To be confirmed</li> <li>• External Assessment topic yet to be released by QCAA.</li> </ul>	<b>National experiences in the Modern World</b> <ul style="list-style-type: none"> <li>• China since 1931 (invasion of Manchuria begins)</li> <li>• Israel since 1917 (announcement of the Balfour Declaration)</li> </ul>	<b>International experiences in the Modern World</b> <ul style="list-style-type: none"> <li>• Nuclear Age since 1945 (first atomic bomb detonated)</li> <li>• Reasons for the end of the Soviet Union, 1980s–1990s</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Music

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> 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?	<b>Identities</b> 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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> 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

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

# Physical Education

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Please note that Physics is studied via the Alternative Sequence Syllabus, possibly in a composite Year 11/12 class. The order of Units studied will alternate from year to year to enable students in both year levels to access the same content.

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul>	Sport psychology and equity in physical activity <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	Tactical awareness and ethics in physical activity <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	Energy, fitness and training in physical activity <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> </ul>

## 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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Project — folio</li> </ul>		<ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Investigation — report</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	

# Physics

## General senior subject (Alternative Sequence)

General

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

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

Physics aims to develop students':

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

## Pathways

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

## Objectives

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

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

## Structure

At Dalby State High School, Physics is delivered using an Alternative Sequence structure. This allows for a seamless composite class for year 11 and 12. Year 11 students may enter at either Unit 1 or 3 based on the year of entry:

- 2026 Students will enter year 11 on Unit 3
- 2027 Students will enter year 11 on Unit 1.

Unit 1	Unit 2	Unit 3	Unit 4
Physics of motion <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Gravity and motion</li> </ul>	Einstein's famous equation <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Ionising radiation and nuclear reactions</li> <li>• The Standard Model</li> </ul>	The transfer and use of energy <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Waves</li> <li>• Electrical circuits</li> </ul>	Electromagnetism and quantum theory <ul style="list-style-type: none"> <li>• Electromagnetism</li> <li>• Quantum theory</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Psychology

## General senior subject

General

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

Psychology aims to develop students':

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## 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):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>• Data test</li> </ul>		<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>			

# Specialist Mathematics

## General senior subject

General

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

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

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

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

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

## Pathways

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



## Objectives

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

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Introduction to proof</li> <li>• Vectors in the plane</li> <li>• Algebra of vectors in two dimensions</li> <li>• Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Complex arithmetic and algebra</li> <li>• Circle and geometric proofs</li> <li>• Trigonometry and functions</li> <li>• Matrices and transformations</li> </ul>	<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Mathematical induction and trigonometric proofs</li> <li>• Vectors in two and three dimensions</li> <li>• Vector calculus</li> <li>• Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Integration techniques</li> <li>• Applications of integral calculus</li> <li>• Rates of change and differential equations</li> <li>• Modelling motion</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
• Problem-solving and modelling task		• Examination — short response	
Summative internal assessment 2 (IA2):	15%		
• Examination — short response			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>			

# Visual Art

## General senior subject (Alternative Sequence)

General

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

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

### Pathways

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

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

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

### Objectives

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

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

## Structure

At Dalby State High School, Visual Art is delivered using an Alternative Sequence structure. This allows for a seamless composite class for year 11 and 12. Year 11 students may enter at either Unit 1 or 3 based on the year of entry:

- 2026 Students will enter year 11 on Unit 3
- 2027 Students will enter year 11 on Unit 1.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>	<b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
• Investigation — inquiry phase 1		• Project — inquiry phase 3	
Summative internal assessment 2 (IA2):	25%		
• Project — inquiry phase 2			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

# Agricultural Practices

## Applied senior subject

Applied

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Agricultural Practices is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option G	Animal agribusiness
Unit option B	Plant industries
Unit option E	Land-based plant production
Unit option C	Land-based animal production

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<p>Completed project</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <p>Documented process</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

# Business Studies

## Applied senior subject

Applied

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

## Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

## Structure

Business Studies is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option B	Working in finance
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

## Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a business solution for a scenario about the unit context.	<p>Action plan</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul> <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 400 words</li> </ul>

# Drama in Practice

## Applied senior subject

Applied

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

## Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

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

## Objectives

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

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



## Structure

Drama in Practice is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

## Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Devised scene Up to 4 minutes (rehearsed)  Planning and evaluation of devised scene One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media  Planning and evaluation of the director's brief One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	Performance Performance (live or recorded): up to 4 minutes

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Managing money</li> </ul>	<b>Data and travel</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Data collection</li> <li>• Graphs</li> <li>• Time and motion</li> </ul>	<b>Measurement, scales and chance</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Probability and relative frequencies</li> </ul>	<b>Graphs, data and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Summarising and comparing data</li> <li>• Loans and compound interest</li> </ul>

## 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): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>

# Fashion

## Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

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

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

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

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

Fashion is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option F	Adornment

## Assessment

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Hospitality Practices

## Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

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

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

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

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.



## Structure

Hospitality Practices is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: menu item  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: delivery of event  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Information & Communication Technology

## Applied senior subject

Applied

The series of units will help students develop a digital portfolio that they can use for future employment and tertiary studies, while also building critical digital literacy skills.

In Year 11, students will explore the digital creative and social industries by playing the role of a 3D freelance artist. Students will use *Blender* to demonstrate the skills and processes of asset and environment creation through 3D modelling, texturing, and rendering, while using industry standard language and techniques. They will also investigate popular and emerging modes of online content creation and management, such as streaming, promotional material, and social media, to create their own audiovisual product. These products will adapt and evolve over time in response to client briefs and feedback, and self-evaluations.

In Year 12, students will work with the Raspberry Pi Pico to program in C/C++ and MicroPython. They will design and develop both low and high-fidelity robots to meet client needs and feedback, systemically evaluating their processes and solutions. Students will also develop their own web-based portfolio by using markup and web programming languages such as HTML, CSS, and JavaScript. Starting with a low-fidelity prototype based on a client brief, students will revise and refine their designs before producing a final high-fidelity website. This can serve a personal portfolio to showcase past projects and classwork and can be used to support any future tertiary or career pathways.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with the technology to support a growing need for digital literacy and specialist information and communication skills in the workforce. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Industry practices and processes are rapidly changing, creating brand new opportunities in Australia and around the world.

## Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields. Potential areas of future tertiary study include Screen and Media, Engineering (including robotics), UX and Web Design, and Information Technology. ICT skills are highly valued across all industries and can lead to career in the digital creative industries, technology sectors, and online business environments.

## Objectives

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

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

## Structure

Information & Communication Technology is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit	Unit title
Unit E	Digital imaging and modelling
Unit C	Audio and video production
Unit A	Robotics
Unit F	Web development

## Assessment

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

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

# Industrial Graphics Skills

## Applied senior subject

Applied

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

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## Objectives

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

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

## Structure

Industrial Graphics Skills is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting — modelling
Unit option E	Graphics for the engineering industry

## Assessment

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

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

# Music in Practice

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

Music in Practice is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

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

## Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Science in Practice

## Applied senior subject

Applied

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

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

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

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

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

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

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



## Structure

Science in Practice is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none"> <li>• Product: 1</li> <li>• Performance: up to 4 minutes</li> </ul> Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Sport & Recreation is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

Unit option	Unit title
Unit option B	Athlete development and wellbeing
Unit option D	Coaching and officiating
Unit option F	Emerging trends in sport, fitness and recreation
Unit option H	Fitness for sport and recreation

## Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Planning and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

Visual Arts in Practice is a four-unit course of study. The units of study in 2026 and 2027 are listed below.

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio</p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p>Prototype artwork</p> <p>2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <p>OR</p> <p>Design proposal</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p>Folio of stylistic experiments</p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p>Planning and evaluations</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	<p>Resolved artwork</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</li> </ul>

# Certificate II Engineering (Pathways)

## VET Subject

VET Course Code - MEM20422

This certificate is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip students with knowledge and skills, which will enhance their prospects of employment in an engineering or related working environment.

## Structure

Course Content	Assessment Summary
<ul style="list-style-type: none"> <li>• MEM13014 Apply principles of occupational health and safety in the work environment</li> <li>• MEMPE005 Develop a career plan for the engineering and manufacturing industry</li> <li>• MEMPE006 Undertake a basic engineering project</li> <li>• MSAENZ272 Participate in environmentally sustainable work practices.</li> <li>• MEM16006 Organise and communicate information</li> <li>• MEM16008 Interact with computing technology</li> <li>• MEM18001 Use hand tools</li> <li>• MEM18002 Use power tools/ hand held operations</li> <li>• MEMPE001 Use engineering workshop machines</li> <li>• MEMPE002 Use electric welding machines</li> <li>• MEMPE003 Use oxy-acetylene and soldering equipment</li> <li>• MEMPE004 Use fabrication equipment</li> <li>• MSAPMSUP106 Work in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Competency-based assessment involving practical project work.</li> </ul>

## Assessment

- VET Certificate Courses – Ongoing competency-based assessment completed across Years 11 & 12, including practical and theoretical components.

## Innovate Ag

### Signature Program (entry via invitation after self-nomination)

The Innovate Ag program is designed for students wishing to obtain nationally recognised qualifications related to livestock, cropping, horticulture, ag-technology and general agricultural practices. This course prepares students who are interested in gaining employment in the agricultural industry directly from school or entering further tertiary education upon completion of the Certificate III course.

Due to the significantly high resource and training costs associated with this program, students enrolled in Innovate Ag must be members of the Student Resource Scheme and pay the applicable annual fees to ensure ongoing participation.

Note: This program is predominately delivered at Dalby SHS Bunya Campus.

### Pathways

The Innovate Ag program can establish a basis for further education and employment in a range of fields and specific vocations, including retail, station hand, horse trainer, forestry assistant, crop farmer, horticultural assistant, groundskeeper, poultry products inspector, jillaroo, jackaroo, meat inspector, greenkeeper, parks officer, piggery assistant or feedlot assistant.

### Structure

Applied Subjects	VET Certificate Courses
<ul style="list-style-type: none"> <li>• Essential English</li> <li>• Essential Mathematics</li> <li>• Agricultural Practices</li> </ul> <p>(See subject information pages)</p>	<ul style="list-style-type: none"> <li>• Certificate III in Agriculture AHC30122</li> <li>• Cert II Engineering (Pathways) MEM20422</li> <li>• Additional certifications as available</li> </ul>

### Assessment

- Applied Subjects – See Assessment information listed on specific subject pages in this handbook.
- VET Certificate Courses – Ongoing competency-based assessment completed across Years 11 & 12, including practical and theoretical components.
- Students will be assessed on additional competencies such as First Aid via a third party throughout the duration of the course (subject to availability).
- This program requires attendance for all 5 days of the school week.
- In Year12, this program requires students to attend one day per week at a local industry employer for mentoring.

# Certificate III Agriculture

## VET Subject

VET Course Code –AHC30122

This qualification is designed to develop the knowledge and skills for general jobs in agriculture, including livestock production, cropping and mixed farming. Once this qualification is achieved, participants are expected to perform tasks under broad supervision only.

Course Content	Assessment Summary
<ul style="list-style-type: none"> <li>AHCWHS302 Contribute to work health and safety processes</li> <li>AHCWRK320 Apply environmentally sustainable work practices</li> <li>AHCBIO303 Apply biosecurity measures</li> <li>AHCCHM304 Transport and store chemicals</li> <li>AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases</li> <li>AHCINF307 Plan and construct conventional fencing</li> <li>AHCLSK223 Carry out regular livestock observation</li> <li>AHCLSK227 Monitor water supplies</li> <li>AHCLSK344 Administer medication to livestock</li> <li>AHCLSK350 Identify and draft livestock</li> <li>AHCLSK351 Implement animal health control programs</li> <li>AHCLSK359 Coordinate and monitor livestock transport</li> <li>AHCLSK368 Comply with industry animal welfare requirements</li> <li>AHCMOM202 Operate tractors</li> <li>AHCPMG301 Control weeds</li> <li>AHCWRK314 Monitor weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>Competency-based assessment involving practical project work.</li> </ul>

## Assessment

- VET Certificate Courses – Ongoing competency-based assessment completed across Years 11 & 12, including practical and theoretical components.



## The Agricultural Professionals

Signature Program (entry on eligibility and invitation after self-nomination)

The Agricultural Professionals Pathway 2026 is a structured academic program designed to support students pursuing careers in agriculture and related fields. Students progressively specialise in Agricultural Science and related disciplines, complemented by elective options in chemistry, biology, accounting and/or Agricultural practices.

This pathway combines school-based learning with independent study supported by a dedicated Study Hub at the Bunya Campus, preparing students for further education or employment in agriculture, agribusiness, or environmental science

Students can combine year 11 & 12 subjects with the CQUniversity SUN program allowing attainment of university credits in agriculture/business/environmental science while still at school.

Students may be eligible for direct entry into an associated degree at CQU at the end of year 12. Students should check if units are transferrable to different universities if not pursuing a degree with CQU.

### Central Queensland University SUN – Start Uni Now program

The SUN program allows students to study university-level units while completing secondary education. This provides an opportunity to gain a head start on university studies. Successful completion of SUN units may lead to credit towards a CQU degree and potentially senior school certificate or ATAR. Depending on the unit and the degree, students may be eligible for direct entry into a CQU course upon completion of the SUN program. Completing SUN units can potentially reduce the number of units needed to complete a degree after high school, easing the transition to university.

### Structure

Core Subjects	Electives	CQU SUN
<ul style="list-style-type: none"> <li>English</li> <li>General Mathematics or Mathematic Methods</li> <li>Agricultural Science</li> </ul>	<ul style="list-style-type: none"> <li>Agricultural Practices</li> <li>Biology</li> <li>Chemistry</li> <li>Accounting</li> </ul> (Choose 2. Alternate elective negotiated with HoD or DP)	<ul style="list-style-type: none"> <li>Semester 1 in year 11 and 12 (2 SUN courses)</li> </ul>

## CQU SUN courses

### CQU SUN - Bachelor of Agriculture Unit Options

- BIOL11102 Life Science Laboratory\* -
- AGRI11002 Plant Science and Crop Production\* - Term 2 Unit
- AGRI11008 Introduction to Agricultural Systems – Term 1 unit
- SCIE11023 Scientific Research Fundamentals – Term 1 unit

\*There is a residential school requirement for this unit. The timetable for when these residential schools occur is usually available 8 weeks prior to Term for students' consideration.

### CQU SUN - Bachelor of Science and Environment Unit Options

- BIOL11102 Life Science Laboratory\*
- CHEM11043 Atoms, Molecules and Matter\*
- ENVR11014 Environmental Monitoring
- SCIE11023 Scientific Research Fundamentals – Term 1 unit

\*There is a residential school requirement for this unit. The timetable for when these residential schools occur is usually available 8 weeks prior to Term for students' consideration.

### CQU SUN - Bachelor of Accounting Unit Options

- ACCT11059 Accounting Learning and Online Communication
- ECON11026 Principles of Economics
- ACCT11081 Introduction to Financial Accounting

### CQU SUN - Bachelor of Business Unit Options

- MGMT11109 Introduction to Business
- ACCT11059 Accounting Learning and Online Communication
- ECON11026 Principles of Economics
- MRKT11029 Marketing Fundamentals

## CQU SUN eligibility

- Enrolled in Year 10, 11 or 12 (Year 10 students are eligible for Term 3 enrolment only)
- A minimum of 15 years of age at the time of commencing your first unit
- Achieving a minimum C (i.e passing grade) for English or equivalent as per your most recent graded semester (or term) report card, and
- Achieving an average B grade across your top five graded subjects or completed vocational education and training (VET) qualifications from certificate II and above

## Trade Futures

### Signature Program (entry via invitation after self-nomination)

The Trade Futures Program is designed for those students interested in a career in Engineering, Manufacturing or the Construction sector (or related fields). It is a combination of General and/or Applied subjects and three Vocational Certificates. Students spend a significant amount of time within industry mentoring placement (may also require holiday work). The program has also been developed to allow school-based apprentices / trainees to continue their education uninterrupted as all certificates are offered in a whole day delivery mode.

Due to the significantly high resource and training costs associated with this program, students enrolled in Trade Futures must be members of the Student Resource Scheme and pay the applicable annual fees to ensure ongoing participation.

For safety reasons students must have the required personal protective wear, as advised during induction.

Note: This program is delivered at the Dalby SHS Trade Training Centre. Students are regularly required at worksites for early starts. Late finishes are also likely.

## Pathways

The Trade Futures Program prepares students for a variety of vocational contexts including construction, manufacturing and the resource sector. Some specific careers include boilermaker, fitter and turner, pattern maker civil engineer, diesel fitter, gas operations, electrical, CAD operator, CAM operator, toolmaker and trade assistant. Students will also be well placed to continue further vocational education and training via TAFE or other Registered Training Organisations.

## Structure

Applied Subjects	VET Certificate Courses
<ul style="list-style-type: none"> <li>• Essential English</li> <li>• Essential Mathematics</li> <li>• Industrial Graphics Skills</li> </ul> <p>(See subject information pages)</p>	<ul style="list-style-type: none"> <li>• Certificate II in Engineering (Pathways) ^</li> <li>• Certificate II in Engineering</li> <li>• Certificate II in Manufacturing Technology</li> <li>• Certificate II Automotive Vocational Preparation*</li> <li>• Certificate II Construction (Pathways)</li> </ul> <p>(See Scope of Registration on school website for all units within quals listed above)</p>

\*combination of these subjects ^external providers

## Assessment

- General & Applied Subjects – See Assessment information listed on specific subject pages in this handbook.
- VET Certificate Courses – Ongoing competency-based assessment completed across Years 11 & 12, including practical and theoretical components.

**Think about all of the information shared in this booklet.**

Now list the Senior Subjects you would like to study.

<b>DSHS SENIOR SUBJECT YOU WOULD LIKE TO STUDY</b>	<b>PAGE NUMBER IN THE SUBJECT HANDBOOK</b>	<b>WHAT IS THE TOPIC NAME FOR UNITS 1, 2, 3 &amp; 4</b>	<b>DO YOU HAVE AN EXTERNAL EXAM TASK? Yes/No</b>

<b>OTHER OPTIONS FOR SENIOR SUBJECT STUDY (E.G. CERTIFICATE COURSE, SCHOOL OF DISTANCE EDUCATION SUBJECT, UNIVERSITY SUBJECT, ETC.)</b>	<b>WHO IS THE LEARNING PROVIDER (E.G. BSDE, TAFE, USQ, ETC.)?</b>	<b>ARE THERE ENTRY REQUIREMENTS? Y/N</b>	<b>DO YOU MEET THE ENTRY REQUIREMENTS? Y/N</b>



## Year 11, 2026 Subject Selection Form

Student Surname: ..... Given Names: .....

Parent Name: .....

Contact Phone: ..... Contact email: .....

All offerings are subject to availability. **Make 5 selections** (one from each line)

### Student Instructions:

You must pick a subject on every line.

Students who wish to study Specialist Mathematics please indicate this on the Specialist Maths Line. If you are NOT wishing to study Specialist Mathematics select the No Selection.

Students who are planning to be part of the Agricultural Professionals, Trade Futures OR Innovate Agriculture programs will need select subjects AND record in the Note Section your intent to apply for these signature programs.

Additional preferences may be utilised if subjects selected are full or you do not meet the prerequisite requirements.

English Line	<input type="checkbox"/> English	<input type="checkbox"/> Essential English	
Maths Line	<input type="checkbox"/> Essential Mathematics	<input type="checkbox"/> General Mathematics	<input type="checkbox"/> Mathematical Methods
Line 3	<input type="checkbox"/> Accounting <input type="checkbox"/> Health <input type="checkbox"/> Physical Education <input type="checkbox"/> Sport and Recreation	<input type="checkbox"/> Certificate II in Engineering Pathways <input type="checkbox"/> Hospitality Practices <input type="checkbox"/> Physics <input type="checkbox"/> Visual Art	<input type="checkbox"/> Film, Television and New Media <input type="checkbox"/> Modern History <input type="checkbox"/> Science in Practice <input type="checkbox"/> Visual Arts in Practice
Line 4	<input type="checkbox"/> Agricultural Science <input type="checkbox"/> Business Studies <input type="checkbox"/> Geography <input type="checkbox"/> Music in Practice <input type="checkbox"/> Visual Arts in Practice	<input type="checkbox"/> Ancient History <input type="checkbox"/> Drama <input type="checkbox"/> Hospitality Practices <input type="checkbox"/> Psychology <input type="checkbox"/>	<input type="checkbox"/> Biology <input type="checkbox"/> Furnishing Skills <input type="checkbox"/> Japanese <input type="checkbox"/> Sport and Recreation <input type="checkbox"/>
Line 5	<input type="checkbox"/> Agricultural Practices <input type="checkbox"/> Chemistry <input type="checkbox"/> Fashion <input type="checkbox"/> Information and Communication Technology <input type="checkbox"/> Physical Education	<input type="checkbox"/> Biology <input type="checkbox"/> Design <input type="checkbox"/> Hospitality Practices <input type="checkbox"/> Legal Studies <input type="checkbox"/> Sport and Recreation	<input type="checkbox"/> Business <input type="checkbox"/> Drama in Practice <input type="checkbox"/> Industrial Graphics Skills <input type="checkbox"/> Music <input type="checkbox"/>
Specialist Maths Line	<input type="checkbox"/> No Selection	<input type="checkbox"/> Specialist Mathematics	

Subjects shaded green or yellow are Applied or VET subjects. Unshaded subjects are General Subjects.

I confirm and understand that these selections are subject to final confirmation. The Principal reserves the right to restrict access to or withdraw offerings as needed.

Student signature: ..... /...../..... Parent signature: ..... /...../.....

**Note: Lines may be subject to change**

## Notes

