The BUSY School Ltd
Curriculum Plan: Years 11 and 12

1. School Information and Data

Campuses complete and annually update the school information and data summary in Term 1.

Year Levels	Year 11 and 12	
Student Information		
Staff Information		

2. Curriculum Priorities

The curriculum priorities for The BUSY School are:

- Ensuring that the educational program aligns to the Alice Springs (Mparntwe) Education Declaration, to provide a supportive, inclusive learning environment through robust educational practices and policy that allows individuals to achieve academically, gain employment and contribute to their community.
- Develop and implement courses to accrue credit towards a Queensland Certificate of Education (QCE) and future employment pathways and/or further tertiary studies for senior students.
- Offer QCAA Senior Curriculum for a smooth transition pathway for our students.
- Continuously review and refine curriculum offerings that meet the needs of our diverse student cohort; and
- Review and modify whole school data collection process and develop robust recording systems to inform future practice.

3. Purpose Statement

The BUSY School is a senior secondary school offering a vocational and career focussed education supported by a deliberate wellbeing program for young people in Years 11 and 12.

Through literacy, numeracy, and life skills, The BUSY School educational program identifies areas of interest/talent for which a career plan is developed, owned, and actioned by students. A key feature of the program is the application of a wide range of programs and projects that focus on preparing students for life, work, and further training.

The BUSY School focusses on promoting continuous engagement through a variety of education programs targeting individual student learning needs and interests.

4. Goals for Teaching and Learning

Our future goals for teaching and learning are:

1. Create a rigorous, flexible, and innovative curriculum, supported by a pedagogical approach that will enable the young people to achieve the Queensland Certificate of Education (QCE) while ensuring alignment and consistency with the Alice Springs (Mparntwe) Education Declaration.
2. Nurture and encourage young people to follow their own learning journeys, while navigating the pathways provided within the QCE and promoting successful, independent learners.
3. Develop and create engaging and relevant learning programs and pathways that foster creativity and promote continuous engagement, through a range of interdisciplinary subjects and

assessments. This goal will include the integration of vocational education and training (VET) courses and, where suitable, school- based apprenticeships/traineeships or pathways to higher education to provide multiple QCE pathways and outcomes.

4. Implement and monitor literacy and numeracy intervention programs as required for the diverse needs and abilities of our students to ensure the pathways designed through the young person's senior education and training (SET) Plans are achieved.

What we will do to continually improve teaching and learning:	
Pedagogy focus	• Targeted teaching of Literacy and Numeracy • Differentiation and Intervention • Social and Emotional Learning • Health and wellbeing awareness • Senior Schooling: QCAA approved subjects including VET pathways
Teaching expertise to support pedagogy focus	• Expertise and continuous training in numeracy and literacy • Rigorous and targeted PD program for all staff • Focus on supporting the health and wellbeing of staff
Catering for all learners	• Differentiation and educational adjustments • Promotion of Social Emotional Learning • Individual Learning Plans or Individual Educations Plans

What we will do to build staff capacity through continuing professional development:	
School leaders	• Campus Principal – Educational Leaders Forums • QCAA / ISQ Principal Events • ISQ Supporting School Improvement Program • SAS School visits and networking • Specialised training in the areas, e.g., ASD, Mental Health • Connection with local industry leaders
Teaching staff	• Growth Mindset Training • Curriculum design and implementation PD • Trauma and wellbeing training • Technology • Industry engagement to support VET
Support staff	• Teacher Aide Training • Trauma and wellbeing training • Technology • Industry engagement to support VET

What we will do to manage our resources effectively:	
Human resources	• Provide opportunities for relevant professional development • Determine recruitment requirements in-line with skills • Establish peer mentoring program • Develop comprehensive review process
Financial resources	• Utilise funds to support areas of need • Evaluate budget spends to determine areas of best spend • Implement processes for approval of payments and budgets • Engage professional advice and support in budget planning
Physical resources	• Implement maintenance program • Implement goods purchase process • Buy quality products where practical • Utilise community facilities where possible

What we will do to ensure parent and community engagement:	
Parent / Community engagement [Sample activities and events]	Term 1: • Parent/Community Orientation • Local school Industry Liaison and Guidance Officer engagement days • Parent/Teacher Interviews • Mentor induction program Term Term 2: • Parent/community Orientation • Local school Industry Liaison and Guidance Officer engagement days • Parent/Teacher Interviews • End of semester event • Community Project event Term Term 3: • Parent Teacher Interviews • Parent/Community Open Forum Night • Mentors/students event Term Term 4: • Parent/Community Orientation • Local school Industry Liaison and Guidance Officer engagement days • Challenge Events – sport/arts/music • Graduation Ceremony • New student orientation
Activities / Events	• Community Social & Fundraising events • Mental Health Awareness Programs • Community BBQ's and Employer Events

ESSENTIAL ENGLISH	SENIOR CURRICULUM			
	Term 1 Term 2	Term 3	Term 4
11	**Language That Works** In Unit 1, students explore how meaning is communicated in contemporary texts developed for and used in a work context. Students develop and use a range of strategies and skills to comprehend and interpret these texts. Students will explore a variety of text in work contexts that can include, but not limited to: • Behaviour in the workplace • Work safety and responsibilities • The changing nature of work in the 21st century work relationships, e.g. Code of conduct, teamwork • Conflict resolution, e.g. Mediation, restorative justice, conflict resolution case studies • Aspects of working life in the 21st century • Rights and responsibilities of employers and employees, in varied workplaces Students use their knowledge and understanding of how meaning is communicated in a range of work-related texts and/or popular culture texts about the world of work to explore meaning about aspects of working life in the 21st century. These could include, but are not limited to aspects related to: • Travel and tourism • Volunteer work with a charity • Diversity in the workplace • Music, film, television • Trades • Entrepreneurial enterprises • Work experience • Autobiographies of individual careers In creating texts, students develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication. **Formative Assessment 1: Unit 1 Combined Assessment – Extended Response Multimodal (Part A) and Short Response Examination (Part B)**	**Texts and Human Experiences** In Unit 2, students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, cultural assumptions, attitudes, values and beliefs are communicated through the textual representations of a range of human experiences. Students may read, listen to and view reflective and nonfiction texts from a range of contexts, not limited to: • Inspirational people and stories of overcoming adversity • Contemporary heroes or role models • People from diverse cultures and places. **Formative Assessment 2: Short Response – Examination**	**Texts and Human Experiences** Students identify the patterns and conventions of reflective and nonfiction texts and consider how these vary for different purposes, audiences, and contexts. They consider how different perspectives, ideas, attitudes, and values are communicated in reflective and nonfiction texts through the exploration of human experiences and apply this knowledge when creating texts that reflect on their own life and experiences. Students will create texts that may include, but are not limited to: • My educational journey and where to from here • My work/work experience journey — expectations vs. Reality • Coming to Australia • How my role model (or hero) has influenced me. Students may use narrative techniques, personal voice and a range of language features to invite their audience to take up positions. Students also develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication. **Formative Assessment 3: Extended Response – Spoken/ Signed**

ESSENTIAL ENGLISH	SENIOR CURRICULUM				
		Term 1	Term 2	Term 3	Term 4
	12	**Language That Influences** In Unit 3, students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes, and values are represented in texts to influence audiences to take up positions. Students read, listen to, and view a range of texts that invite audiences to take up positions on community, local and/or global issues. Students will select from the following issues and deliver oral presentation addressing their chosen issue: • Mental health • Youth homelessness • Employment opportunities • Wildlife preservation • Cultural heritage **Summative Internal Assessment 1: Extended Response — Spoken/Signed Response**	**Language That Influences** Still exploring Unit 3 concepts, building on Topic 1, students use their knowledge of texts to explain how identities, places, events, concepts, and issues are represented in media texts to influence an audience. Students explore comparable and conflicting representations of the same identity or identities, place, event, concept, or issue in media texts, drawing on their understanding of how the relationships between context, purpose and audience create meaning. Students respond to media texts by producing a range of texts of their own, and this unit will culminate in a common internal assessment (CIA) that is a short-response examination. **Summative Internal Assessment 2: Common Internal Assessment (Short Response Examination)**	**Representation and Popular Text Cultures** In Topic 1, Responding to popular structure students respond to popular culture texts in a variety of genres by focusing on how text structures, language features and language choices shape meaning and purpose in a range of contexts, which may include, but are not limited to: • Social commentary in popular music lyrics and music video • Ethics of reality television/social media • Influence of digital media and/or gaming • Transformation or reimagining of other texts (mashups, remixes, novel to screen/stage adaptations, film remakes). Students focus on developing the skills to construct reasoned points of view and interpretations in a multimodal response about representations in popular culture texts. **Summative Internal Assessment 3: Multimodal**	**Representation and Popular Text Cultures** Creating representations of Australian identities, places, events, and concepts. Building on Topic 1, students use their understanding of how meaning is shaped by the structures, language features and language of popular culture texts, and apply this knowledge aspects of Australian popular culture texts, and to create texts of their own. Aspects of Australian popular culture texts could include, but are not limited to: • An Australian social group, e.g. Youth, sportspeople, tradespeople, rural and/or urban dwellers, men, women, musicians, artists • A character or individual • A concept, e.g. 'Australian-ness', belonging, family, freedom, work ethic, courage, survival, romance, community, justice, morality, gender, power, race, religion, class, age • Growing up in a particular part of Australia • A form and style of music • Sport • A stereotype, e.g. Rockstar, superhero, model, outlaw, explorer • A setting that evokes an emotional/personal response Students focus on developing the skills to construct a written response that draws upon an aspect of a popular culture text as a springboard for their ideas. **Summative Internal Assessment 4: Extended Response Written**

ESSENTIAL MATHEMATICS	SENIOR CURRICULUM			
	Term 1 Term 2	Term 3	Term 4
11	**Number, Data, and Money** In Unit 1, students will develop the mathematical understanding and skills to solve problems relating to the topics: • Fundamental topic: Calculations • Topic 1: Number • Topic 2: Representing data • Topic 3: Managing money The subject matter of the topics in this unit should be applied in contexts that are meaningful and of interest to students. **Formative Assessment 1: Unit 1 Combined Assessment – Problem-Solving and Modelling Task (Part A) and Short Response Examination (Part B)**	**Data and Travel** In Unit 2, students will develop the mathematical understanding and skills to solve problems relating to: Fundamental topic: Calculations • Topic 1: Data collection • Topic 2: Graphs • Topic 3: Time and motion Students will complete a series of tasks relating to data and travel. A variety of approaches can be used to achieve this purpose. Two possible contexts that may be used are 'Mathematics of sports' and 'Mathematics of travel' time. **Formative Assessment 2: Problem-Solving and Modelling**	**Data and Travel** Students will build on knowledge from Topics 1,2,3, developing skills to solve problems. Students will develop the mathematical understanding and skills to solve problems relating to: • Topic 1: Data collection • Topic 2: Graphs • Topic 3: Time and motion Students will be required to complete a series of tasks related to travel and data in preparation for their end of term examination. **Formative Assessment 3: Exam – Short Response**

ESSENTIAL MATHEMATICS		SENIOR CURRICULUM			
		Term 1	**Term 2**	**Term 3**	**Term 4**
	12	**Measurement, Scales and Chance** In Unit 3, students will develop the mathematical understanding and skills to solve problems relating to: Fundamental topic: Calculations • Topic 1: Measurement • Topic 2: Scales, plans and models • Topic 3: Probability and relative frequencies The subject matter of the topics in this unit should be applied in a context that is meaningful and of interest to students. A variety of approaches can be used to achieve this purpose. **Summative Assessment 1 (IA1): Problem-Solving and Modelling Task**	**Measurement, Scales and Chance** Building on Topics 1, 2, students will have particular focus on Topic 3, on probability and relative frequency. Students will then review all 3 topics in preparation for the Common Internal Assessment, where they will respond to unseen short response questions from across the unit • Fundamental topic: Calculations • Topic 1: Measurement • Topic 2: Scales, plans and models • Topic 3: Probability and relative frequencies **Summative Internal Assessment 2 (IA2): Common Internal Assessment**	**Graphs, Data, and Loans** In Unit 4, students will develop the mathematical understanding and skills to solve problems relating to: • Fundamental topic: Calculations • Topic 1: Bivariate graphs • Topic 2: Summarising and comparing data • Topic 3: Loans and compound interest. With have particular focus on loans and compound interest. students will explore financial goals involving budget, savings and investments. **Summative Assessment 3 (IA3): Problem-Solving and Modelling Task** The task will explore a variety of mathematical concepts and ideas that can be used to achieve financial goals.	**Graphs, Data, and Loans** Students will build on previous knowledge, however with have particular focus on Bivariate graphs. Students will then review all 3 topics in preparation for the unit examination. • Fundamental topic: Calculations • Topic 1: Bivariate graphs • Topic 2: Summarising and comparing data • Topic 3: Loans and compound interest **Summative Assessment 4 (IA4): Examination** This examination assesses the application of a range of cognitions to a number of items that focus on Topics 1, 2 and 3.

SOCIAL AND COMMUNITY STUDIES (Sample Program)	SENIOR CURRICULUM			
	Term 1 Term 2	Term 3	Term 4
11	**Unit 1 Option C: Relationships and Work Environments** In this unit, students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work and relationships. *Topic One: Work Environments* Students will complete a range of class-based activities exploring contemporary issues related to the work environment or employment that are relevant to young Australians, the issues might include but not limited to pathways into work, e.g., job search websites, job network centres, recruitment agencies, apprenticeships, career expos • Ongoing learning and education for work, e.g., vocational education and training • Different types of employment, e.g., full-time, part-time, casual, temporary • Workplace organisation, e.g., organisational structure, lines of accountability, decision-making processes • Personal rights and responsibilities related to work, workplace conditions and protections • The changing nature of work and the workplace, e.g., automation, casualisation. *Topic Two: Relationships* Students will examine social contexts, issues and perspectives related to effective relationships, including those at work. They might consider: • Appropriate forms of conduct when engaging with others in-person and online • Strategies for managing stress and anger and coping with change • Acknowledging diversity and negotiating difference • Balancing the interests of self and others • The impact of technology and media on the nature and conduct of relationships Students develop an instructional text or performance to provide advice on strategies for conducting effective relationships. **Formative Assessment 1: Unit 1 Assessment – Project**	**Unit 2 Option A: Lifestyle and Financial Choices** In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices. *Topic One: Lifestyle* Students undertake practical activities that enable them to consider how needs, wants and resources are central to the decision-making of individuals and communities. Students can consider ways to bring about meaningful change through their choices, for example with forms of personal and social action and behavioural change that have environmental, social, cultural and/or financial impacts. Students may explore case studies of contemporary issues that have a local or personal connection, for example fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities and challenges, and barriers to sustainability that result from different community and personal behaviours. **Assessment A1: Project – Contemporary Lifestyles**	**Unit 2 Option A: Lifestyle and Financial Choices** In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices. *Topic Two: Money Management* Students may consider financial needs at different stages of their lives and different income streams, for example from wages, interest, rent and profits. They may also explore the benefits and costs of sources of finance for major personal expenses, for example property, cars, and holidays, as well as different lending sources, for example banks, credit unions and payday lenders. This topic allows students to examine types of financial and consumer risks, consumer protection agencies and contemporary financial issues, for example, cryptocurrencies, reliance on payday lenders, gambling, and the influence of advertising on stimulating consumption. **Assessment A2: Extended Response – Money Management**

SOCIAL AND COMMUNITY STUDIES (Sample Program)	SENIOR CURRICULUM			
	Term 1	**Term 2**	**Term 3**	**Term 4**
12	**Unit 3 Option E: Australia and Its Place in the World** In this unit, students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and outlook. *Topic One: Contemporary Society* Students examine social contexts, issues and perspectives related to contemporary Australian society. They might consider: • The changing nature of family and kinship structures • Representations of groups in society, e.g., religious, ethnic, political • Strategies to promote inclusivity and social cohesion • The boundaries of acceptable and unacceptable behaviours • Balancing conformity and diversity • Strategies to discern reliable information. **Assessment E1: Extended Response – Contemporary Society**	**Unit 3 Option E: Australia and Its Place in the World** In this unit, students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and outlook. *Topic Two: Australia as a Global Citizen* Students also examine social contexts, issues and perspectives related to Australia's international involvement. They may consider. • Implications of engaging in international trade and relations • Benefits and consequences of tourism, immigration, and multiculturalism • Australia's relationships with other nations • Australia as a participant in global affairs, e.g., provision of aid, refugee resettlement, peacekeeping, rights of indigenous peoples, obligations, and participation in international agreements • How Australia is perceived by others in the world. **Assessment E2: Project – Australia as a Global Citizen**	**Unit 4 Option B: Healthy Choices for Mind and Body** In this unit, students investigate choices related to recreation, leisure, food, and nutrition from both a personal and society perspective, considering the implications of their choices. *Topic One: Recreation and Leisure* Students could explore recreation, leisure, food, and nutrition by considering, for example: • Recreation, leisure, food, and nutrition as markers of cultural identity and expression, e.g., dietary practices, sport, and recreation as a link to cultural communities • Recreation, leisure, food, and nutrition as social and cultural activities, e.g., communal eating, celebrations, sporting activities • The changing nature of recreation and leisure, e.g., impacts of technology. **Assessment B1: Project – Recreation and Leisure**	**Unit 4 Option B: Healthy Choices for Mind and Body** In this unit, students investigate choices related to recreation, leisure, food, and nutrition from both a personal and society perspective, considering the implications of their choices. *Topic Two: Food and Nutrition* Students may also study a range of factors that affect recreation, leisure, food, and nutrition choices, for example: • The influence of media and advertising on attitudes toward food and nutrition • The influence of factors on diet • Food and sustainability, e.g., ecological impacts of production and distribution, food waste • The role of governments in regulating food products and information, e.g., advertising restrictions, nutritional guidelines, and labelling requirements • Technological developments in recreation and food. **Assessment B2: Extended Response – Food and Nutrition**

VISUAL ARTS IN PRACTICE (Campus Elective)	SENIOR CURRICULUM			
	Term 1	Term 2	Term 3	Term 4
11/12 (2026)	**Unit 1 Year 11/Unit 3 Year 12** *Option D: Transform and Extend* In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills. Students consider context and purpose when making and responding to artworks. By investigating their chosen artist or artisan's style or art practice, students discover inspired ways of using visual language, media, technologies, and skills. Students plan and make artworks inspired by their practitioner of choice, transforming and extending their outcomes by altering the media or meaning, and by adding elements or features to personalise the work. They demonstrate creative thinking skills as they innovate and resolve their own artwork. Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with practitioners and/or peers (online, virtually, or face-to-face), students have opportunities to refine ways of working and to give and gather feedback, enriching their learning. **Formative Year 11/Summative Year 12** **Assessment D1: Project – Collage using Surrealism** **Assessment D2: Resolved Artwork – Painting**		**Unit 2 Year 11/Unit 4 Year 12** *Option B: Looking Outwards (Others)* In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community. Students provide their own commentary on the world around them through art-making processes. Students consider context and purpose when making and responding to artworks. Students work individually and/or collaboratively to experiment with and explore emotive and persuasive visual language, media, technologies, and skills used to communicate issues and concerns. They plan an artwork and demonstrate creative thinking skills as they innovate and resolve the planned artwork. Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with various perspectives and/or cultural or social contexts, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning. **Formative Year 11/Summative Year 12** **Assessment B1: Diorama** **Assessment B2: Resolved Artwork – Assemblage Sculpture**	

VISUAL ARTS IN PRACTICE (Campus Elective)	SENIOR CURRICULUM			
	Term 1	Term 2	Term 3	Term 4
	11/12 (2027)	**Unit 1 Year 11/Unit 3 Year 12** *Option A: Looking Inwards (Self)* In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks. Students identify figurative and non-figurative ways to create representations of self. Figurative visual language may communicate explicit likeness, whereas non-figurative visual language is coded or symbolic. Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans communicate ideas about self, they discover ways of using visual language, media, technologies, and skills. Students work individually to experiment with and explore representations of self and to plan an artwork. They demonstrate creative thinking skills as they innovate and resolve the planned artwork. Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with various perspectives and/or cultural or social contexts, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning. **Formative Year 11/Summative Year 12** **Assessment A1: Project – Drawing** **Assessment A2: Resolved Artwork – Skateboard Reflecting Self**	**Unit 1 Year 11/Unit 3 Year 12** *Option C: Clients* In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills. Students communicate to clarify expectations and generate ideas to test with clients before implementing them into a resolved artwork. They manage client expectations through organisation of resources and timelines to see projects realised. Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans fulfil design briefs, they discover ways of using visual language, media, technologies, and skills. Students work individually to generate artwork prototypes and test client response. They demonstrate creative thinking skills as they innovate and resolve the artwork based on the needs and expectations of the client. Community and school contexts are used to provide authentic learning experiences and generate purposes for making. Through engaging with authentic or real-life clients, students will have opportunities to develop their own style as an artist or artisan, and to give and gather feedback to refine outcomes. **Formative Year 11/Summative Year 12** **Assessment A1: Project – Jewellery** **Assessment A2: Resolved Artwork – Printmaking for Clients**	

SENIOR CURRICULUM

11/12

OTHER CAMPUS ELECTIVES

At times, students at The BUSY School require an adjusted program that offers an option to complete alternative courses of study that meets their educational needs and interests.

Additional QCAA Applied Subjects
A TBS campus might implement another QCAA Applied subject, additional to Social & Community Studies, depending on the needs and context of the students. Students studying the extra subject are provided with more opportunity for QCE eligibility. Examples of subjects a campus might implement include but not limited to, Visual Arts in Practice, Media Arts in Practice, Aquatic Practices or Tourism.

QCAA Short Courses
Some students may complete studies in QCAA Short Courses such as Literacy, Numeracy or Career Education.

Queensland Certificate of Individual Achievement (QCIA)
Some students with disability, in consultation with the student and parent/carer, may be identified and choose to complete a negotiated program outlined in a QCIA Curriculum Plan, to work towards a QCIA.

VET CERTIFICATE

Examples of vocational and education courses (RTO providers to be determined along with scope of courses available):

***Certificate I* in:**	***Certificate II* in:**		***Certificate III* in:**
• Construction	• Workplace Skills • Beauty/Salon Assistant • Sport and Recreation • Plumbing	• Automotive Pre Voc • Horticulture • Logistics • Retail	• Business • Hospitality • Fitness

Students are expected to complete work experience as part of their education program in Year 11 and/or Year 12. Some students may be successful in being signed up for a school-based apprenticeship or traineeship.

Summary of Revisions (January 2026)
In 2026, students at The BUSY School will be studying the following QCAA Essential subjects' syllabus versions: Year 11 (2025 version), and Year 12 (2025 version). The Curriculum Plan has been adjusted to reflect this requirement. Content referring to elective subjects no longer being offered (i.e. Sport and Recreation) has also been removed. Term 1 and 2 subject and assessment content for Year 11 across all core subjects has been updated to reflect the new assessment model comprising of only one instead of the previously two assessment items administered during the first semester.

Section	Revision
Essential English, Essential Mathematics, and Social and Community Studies	Update of Year 11 Semester 1 subject and assessment content to reflect introduction of one instead of two assessment items
Essential English and Essential Mathematics	Updating of content through all units to reflect revised syllabuses content and topic swaps where applicable
Applied Electives	Adjusted as follows: • Removal of Sport and Recreation, as the elective will no longer be offered at any campus in 2026
Throughout document	Revision and amending of grammatical and/or spelling errors

Summary of Revisions (January 2025)
In 2025, students at The BUSY School will be studying the following QCAA Essential subjects' syllabus versions. Year 11 (2025 version), and Year 12 (2019 version). The Curriculum Plan has been adjusted to reflect this requirement. Content referring to elective subjects no longer being offered has also been removed.

Section	Revision
Essential English and Essential Mathematics	Update of Year 11 content description to reflect any new subject matter and topics
Social and Community Studies	Removal of any reference to the old syllabus to reflect on the 2024 version content
Applied Electives	Adjusted as follows: • Removal of Information and Communication Technologies (ICT), as the elective will no longer be offered in 2025 • Removal of Units 3 & 4 (Year 12) content for Sport and Recreation as the continuation of delivery will only include Units 1 and 2