

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDSE20021 *Senior Secondary Curriculum, Pedagogy and Assessment* Term 2 - 2026

Profile information current as at 08/06/2026 03:13 pm

All details in this unit profile for EDSE20021 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The focus of this unit is on learning, teaching and assessing in the senior secondary school (Years 11 and 12). Key stakeholder influences on the senior secondary curriculum will be critically examined and the nature of senior secondary learners explored. In this unit, you will explore pedagogical approaches applicable to your senior discipline teaching area. In order to plan and implement effective learning and teaching practice, analysis and interpretation of senior secondary school curriculum frameworks and syllabus documents will be undertaken. This examination will focus on contemporary pedagogical approaches that develop discipline-specific thinking skills. In order to develop and design contemporary learning experiences, information and communication technologies will be explored to allow for the further development of higher-order thinking.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisite EDSE20018 Junior Secondary Curriculum, Pedagogy and Assessment

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2026

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important](#)

[that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. Written Assessment

Weighting: 40%

2. Written Assessment

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE

Feedback

More 'real world' examples of planning to be used with students.

Recommendation

Include more 'real world' examples of planning within Moodle resources for student use

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Examine and utilise curriculum frameworks applicable to subject areas in senior secondary schooling
2. Critically examine and outline the content, assessment and discipline requirements (including literacy and numeracy and ICTs) for subject areas in senior secondary schooling
3. Justify specific teaching strategies, pedagogies, thinking approaches, processes and learning experiences for subject areas in senior secondary schooling
4. Critically select and justify the use of teaching and learning resources for subject areas in senior secondary schooling for varying abilities and characteristics
5. Design and justify learning and teaching activities and assessment instruments that promote learning and match the needs of senior secondary school curriculum frameworks.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

2.1 Content and teaching strategies of the teaching area

2.2 Content selection and organisation

2.3 Curriculum, assessment and reporting

2.5 Literacy and numeracy strategies

2.6 Information and Communication Technology (ICT)

3.1 Establish challenging learning goals

3.2 Plan, structure and sequence learning programs

3.3 Use teaching strategies

3.4 Select and use resources

3.6 Evaluate and improve teaching programs

4.5 Use ICT safely, responsibly and ethically

5.1 Assess student learning

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ● Introductory Level ● Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	●	●	●	●	●
2 - Written Assessment - 60%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○				
5 - Self-management		○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership					
8 - First Nations Knowledges					
9 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 22 June 2026

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.
This unit profile has not yet been finalised.