SUCCESS. TOGETHER.

PROSERPINE

STATE HIGH SCHOOL

Senior Secondary 2026

Curriculum Booklet
Years 11 & 12

Local Spirit.
Universal Success.

www.proserpineshs.eq.edu.au

Principal's Message

Proserpine State High School embraces the need to provide young people with a challenging education that develops critical thinkers, effective communicators and aspirational learners who will contribute positively to our school community and beyond. I believe we can offer an education that will equip our leaders of tomorrow with 21st Century skills and attributes enabling them to thrive in their chosen career.

Senior Secondary is a phase of education for students in Years 10, 11 and 12, which ensures the seamless transition between school and the workforce or further study. Senior Secondary focuses on individual career pathways and support for students' wellbeing. Our senior school curriculum program has been developed to consider our students' future aspirations through a number of diverse learning pathways. By providing unique and flexible pathways we meet the various needs of our students wishing to access the full variety of opportunities in the workforce or further study. It is our goal to support young people to select a meaningful educational pathway and to establish the foundation for achieving their individual careers goals, while developing the personal and social skills required for success beyond school.

This booklet has been developed to assist students and their parents in making informed choices about senior subjects by providing general information about the Senior Phase of Learning as well as subject descriptors and prerequisites for study throughout Senior Secondary at Proserpine State High School. When choosing subjects, consider your career aspirations and interests, but most importantly subjects that will allow you to challenge yourself and achieve personal excellence.

In Senior Secondary, your final phase of schooling, it is important that you become an active participant in your own learning and take responsibility for your own progress. Read this handbook very carefully and discuss your options with your parents, caregivers, teachers and/or Guidance Officer so that you can make well-informed decisions.

You have been provided with curriculum choice allowing you to create a distinctive pathway to employability or further education and training. Your commitment to your studies over the next three years will influence the opportunities open to you beyond school. This emphasises the importance of developing positive learning habits which will deliver success within your program of study and provide you with skills to become an active participant within your community.

I look forward to working alongside every one of you as you develop your potential and achieve to the best of your ability.

Don McDermid
Principal

Contents

Introduction

This booklet has been developed to assist students and their parents/carers in making informed decisions about a senior program of instruction by providing general information about the final two years of the Senior Phase of Learning.

At Proserpine State High School our goal is for each student to have a meaningful pathway and to establish the foundations for a successful future. The school is committed to challenging students at all levels and assisting them in setting and achieving realistic personal educational goals. Our curriculum allows students to select and attain credentials from a variety of pathways for successful transition to post school.

Students and parents/carers are encouraged to read this handbook very carefully and use it to gain further insight into curriculum offerings. The handbook will provide valuable information to assist in determining the best choices for the individual to gain personal success upon completion of Year 12.

Which pathway is right for me?

Students at Proserpine State High School are encouraged to take one of three pathways in Years 11 and 12:

1. Tertiary pathway
2. Vocational / Employability pathway
3. Personalised pathway

Students pursuing a tertiary pathway will seek direct entry into university at the conclusion of Year 12 using a competitive Australian Tertiary Admission Rank (ATAR) for selection. Tertiary pathway students will choose General subjects and either one Applied subject or a VET qualification at Certificate III or above. Students undertaking a tertiary pathway are committed to investing significant additional time after school hours to ensure success in such subjects.

Students pursuing a vocational / employability pathway will most likely pursue post-school options such as TAFE, an apprenticeship/traineeship and/or employment. Vocational / employability pathway students could choose Applied subjects and/or VET qualifications, as well as some General subjects. Students pursuing a vocational / employability pathway may engage in both further learning (e.g. TAFE) and earning through immediate employment.

Students engaging in a personalised pathway will pursue post-school options such as further education and learning including university or TAFE. Personalised pathway students may choose a combination of General subjects, Applied subjects and/or VET qualifications. Students engaging in a personalised pathway may choose to directly enter the workforce or may seek university entrance through a completed Certificate III or higher qualification TAFE diploma, university bridging and/or preparation programs. Students may choose to complete a QTAC application, nominating TAFE or a university course preference.

Regardless of the pathway chosen, all senior students at Proserpine State High School are expected to meet the minimum qualification of a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA) upon completion of Year 12. Students are also required to meet the high standards set for learning engagement, effort, attendance and behaviour that will contribute significantly to successful outcomes.

How do I know which subjects are right for me? / How do I choose my subjects?

In order to maximise performance and reach goals, subjects that students enjoy and which they excel at should be chosen. Furthermore, when choosing subjects, students should consider their desired

post-schooling pathway and select subjects that will place them in the best position for success on that pathway. This may require students to investigate potential careers and the minimum education requirements recommended for successful entry.

It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a TAFE or university course you are interested in has a prerequisite subject you find too difficult at school, you should think about and explore how you will be able to achieve what is required through alternative pathways.

In order to achieve success upon completion of Year 12, students also need to reflect on their own attitudes and work ethic toward study. A student is most likely to do well if s/he works consistently in class, studies hard and does all assignments and homework involved in each subject. Attendance at school is also extremely important and students must come to school every day unless they are genuinely unwell. A high correlation exists between attendance and academic achievement. There is no easy road to education success. Students also need to be realistic with their choices and have a clear understanding of their own academic abilities. As achievement in Year 10 subjects provides a solid platform for entry into Years 11 and 12, performance in Year 10 subjects needs to be seriously considered. Proserpine State High School strongly recommends that students refer to the provided guideline *Recommendations for Success* on page 3 which gives minimum standards of achievement that have been set for the successful completion of senior subjects.

In summary, some important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- What subjects have I shown ability or aptitude in?
- What subjects have I performed well in and have experienced success?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- What subjects do I need as tertiary prerequisites?
- Am I interested in pursuing an apprenticeship/traineeship?
- Am I interested in entering the workforce immediately?
- Have I set myself realistic goals?
- What is my attitude toward study?
- Do I have a clear and realistic understanding of my academic ability?
- Have I met achievement standards the school recommends for success in senior subjects?
- What subjects will optimise opportunities to reach my full potential?

Overall, it is important to choose senior subjects carefully as decisions may affect not only the types of careers that can be followed later, but also success at school and students' feelings about school. Remember, whatever subjects students choose, doing their personal best has to be the first and foremost objective and it needs to start from Day 1 of the school year.

Education and Training Reforms for the Future (ETRF)

Queensland legislation (*Youth Participation in Education and Training Act 2003*) requires every young Queenslander to be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first. After this time, young people are expected to be learning or earning. Learning means staying in education or training for a further two years, attaining a Queensland Certificate of Education, attaining a minimum Certificate III qualification or turning 17, whichever comes first. If young people are not learning then they must be earning (earning means working a minimum of 25 hours per week). A combination of learning and earning to a minimum of 25 hours per week will also meet legislative requirements.

SUBJECT SELECTIONS

Senior Subject Choice - Recommendations and Curriculum Offerings

- Students need to consider the guideline below in *Recommendations for Success* guidelines below which gives minimum standards of achievement that have been set by each faculty area for the successful completion of senior subjects. The school strongly recommends that students use them as minimum requirements for success in their chosen subjects.
- Students also need to be aware of the *Curriculum Offerings* that gives a suggested progression from Year 10 to Year 12. The offerings are designed to help students examine a suggested pathway from subjects in Year 10 to final Year 11 and 12 subject choices. The information does not show all possible pathways but gives students an outline.
- Students should consider the subjects they enjoyed in Years 7 to 9 and Year 10 within each department. After reading the Year 11/12 descriptors, students can get an initial indication if this is a subject they would like to explore.
- An outline of the Year 11 and 12 subjects is available on Proserpine State High School's website. This document contains a greater depth of information. https://proserpineshs.eq.edu.au/
- Students and parents/carers can get more information about the QCE system in the appendix or by visiting www.qcaa.qld.edu.au

Recommendations for Success in Year 11/12 *Subjects*

These recommendations are an important guide for students when selecting subjects.

GENERAL SUBJECTS	
Year 11/12 Subject	**Recommended minimum Year 10 results**
Accounting	B achievement in English, Business Studies and Maths or C achievement in Mathematics Extension.
Biology	B achievement in English, Maths and at least one of Biology, Chemistry or Physics
Business	B achievement in English and Business Studies or Economics and Business
Chemistry	B achievement in English, Maths and Chemistry or teacher recommendation
Drama	B achievement in English and Drama
Economics	B achievement in English and a Humanities subject
English	B achievement in English or C achievement in English Extension
Film, Television and New Media	B achievement in English and Media Arts
General Mathematics	B achievement in Mathematics or C achievement in Extension Mathematics and a B achievement in English
Geography	B achievement in English and a Humanities subject
Legal Studies	B achievement in English and a Humanities subject
Literature	B achievement in English or C achievement in English Extension
Marine Science	B achievement in English, Maths and at least one of Biology, Chemistry or Physics
Mathematical Methods	B achievement in Mathematics Extension, a B achievement in English or teacher recommendation
Modern / Ancient History	B achievement in English and a Humanities subject
Physical Education	B achievement in English and Health and Physical Education Extension
Physics	B achievement in English, Maths and Physics or teacher recommendation
Psychology	B achievement in English, Maths and at least one of Biology, Chemistry or Physics
Specialist Mathematics	B achievement in Mathematics Extension, a B achievement in English or teacher recommendation
Visual Art	B achievement in English and Visual Art
APPLIED SUBJECTS	
Year 11/12 Subject	**Recommended minimum Year 10 results**
Aquatic Practices	No recommendations
Dance in Practice	C achievement in Dance

Engineering Skills	C achievement in Engineering Principles and Systems (Metal Technology)
Essential English	No recommendations
Essential Mathematics	No recommendations
Furnishing Skills	C achievement in Material Specialisation (Wood Technology)
Hospitality Practices	C achievement in Food Specialisations
Industrial Graphics Skills	C achievement in Design and Technologies (Graphics)
Media Arts in Practice	C achievement in Media Arts
Music in Practice	C achievement in Music or be able to play instrument or sing at performance level
Science in Practice	No recommendations
Social and Community Studies	No recommendations
Sport and Recreation	No recommendations
Visual Arts in Practice	C achievement in Art

VET COURSES	
Year 11/12 Course	**Recommended minimum Year 10 results**
Certificate II in Tourism SIT20122 / Workplace Skills BSB20120 / Tourism	No recommendations
Certificate II in Applied Digital Technologies ICT20120 / Certificate II in Workplace Skills (BSB20120)	No recommendations
Certificate III in Business (BSB30120) / Cert II in Financial Services (FNS20120)	C achievement in English or English Extension
Certificate III in Health Services Assistance (HLT33115) incorporating Certificate II in Health Support Services (HLT23221)	C achievement in English or English Extension and Health and Physical Education

DISCLAIMER: *We wish to advise the above subjects/courses listed may be subject to change due to evolving details and may not be the final curriculum offerings for 2026. Proserpine State High School will aim to finalise curriculum offerings prior to the 2026 subject selection process in Term 3. Some factors may be beyond our control.*

Senior Studies

The Senior Studies program for Years 11 & 12 aims to supplement the development of individual skill sets to meet future career aspirations regardless of the career pathway chosen.

The program's main purpose is to support students with their chosen curriculum studies or provide additional learning opportunities for students to gain industry specific knowledge and skills in fields of particular interest to build entry level competence for immediate employment upon exit of senior schooling.

The program will also combine support for the 'learner' in the form of essential knowledge development of senior processes such as senior schooling polices and expectations around the QCE system. Support for student 'wellbeing' also features in this program in the form of health and wellbeing education to equip students with the knowledge, skills and attitudes necessary to being a healthy, confident and resilient person to engage in learning and life.

Before selecting a supplementary learning program, students need to reflect upon their chosen curriculum subjects and their desired career destination at this point in time to determine what senior studies program will add value to their selected learnings.

Please note, only one (1) VET course can be undertaken at the subsidised rate under the Career Ready VET in School (VETiS) guidelines. Additional course/s are full fee for service courses. It is important to note the following course is also VETiS funded:

- Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services).

Students need to choose carefully as once a student has used their Career Ready VETiS funding there is generally no second offering. Students who wish to engage in the above mentioned courses and also wish to take on another VETiS funded course, should see the Senior Schooling Deputy Principal to discuss alternative costing options prior to commencing any course.
As spaces are limited in the VET qualifications on offer, it is important that students choose a course that they will commit to for the duration of the course.

SUPPLEMENTARY LEARNING OPTIONS in Senior Studies				
Program	**Duration**	**Timing**	**QCE Credits**	**Additional Information**
ATAR Support Lessons	Years 11 & 12 ATAR eligible	Senior Studies	N/A	Students engage in independent learning to support demands of ATAR pathway supervised by teachers.
SAT (School-based Apprentice or Trainee)	1 or 2 years Years 11 & 12	Dependable on the SAT	Dependable on the SAT	Official registration of apprenticeship or traineeship must be completed. Approval by Senior School Deputy Principal required.
Certificate III or higher VET qualification or external course support	Years 11 & 12	Senior Studies Lessons	Dependable on course	Students enrolled in a Cert III or higher qualification or external course on general curriculum lines have access to additional opportunities to meet demands of their course. Approval by Senior School Deputy Principal required.
Certificate II in Retail Cosmetics (SHB20121) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Electrotechnology (UEE22020) RTO: People and Performance Solutions	1 year Years 11 or 12	P3 & P4 Tuesdays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. Must meet literacy and numeracy standard prior to enrolment – entry test applies. See Ms Watts or Mrs Porter for further information.
Certificate II in Maritime Operations (Coxswain) (MAR20321) RTO: Whitsunday Maritime Training Centre	1 year Years 11 or 12	All day Tuesdays @ WMTC	Up to 4 credits	VETiS funded course. Additional costs associated with course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Community Services – specialising in Early Childhood (CHC22015) RTO: Kath Dickson Institute (KDI)	1 or 2 years Years 11 or 12	Senior Studies Lessons	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Holcombe for further information. Note: Compulsory 50hrs vocational placement is required.
Certificate II in Health Support Services (HLT23221) RTO: Connect 'n' Grow	1 year Years 11 or 12	Senior Studies Lessons	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts, Mrs Porter or Mr Cox for further information.
Certificate I in Construction (CPC10120) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Whitsundays TAFE	Up to 3 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.Note: Cannot select Furnishing Skills on a curriculum line.
Certificate II in Aquaculture (SFI20110) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Whitsundays TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Automotive Vocational Preparation (AUR20720) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Whitsundays TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Engineering Pathways (MEM20422) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ PSHS	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.Note: Cannot select Engineering Skills on a curriculum line.

Certificate II in Rural Operations (AHC21216) RTO: TAFE	1 year Years 11 or 12	All day Tuesdays @ Bowen TAFE	Up to 4 credits	VETiS funded course. Application and selection process required. See Ms Watts or Mrs Porter for further information.
Certificate II in Skills for Work & Vocational Pathways (FSK20119) RTO: Proserpine SHS	1 or 2 years Years 11 & 12	Senior Studies Lessons	Up to 4 credits	School-based course. See Ms Watts for further information. Note: Work experience component required – recommend equivalent to 5 days.
Certificate II in Active Volunteering (CHC24015) RTO: Proserpine SHS	1 or 2 years Years 11 & 12	Senior Studies Lessons	Up to 4 credits	School-based course. See Ms Watts for further information. Note: Compulsory minimum 20hrs of structured volunteer work required.
Certificate II in Financial Services (FNS20120) RTO: BSDE or Proserpine SHS	1 or 2 years Years 11 & 12	Senior Studies Lessons	Up to 4 credits	School-based course. See Ms Watts for further information.

Process of Subject Selection

1. Students will receive this curriculum booklet electronically via email. Subject curriculum booklets will also be available from the school website.
2. Students may seek professional advice from teachers, Administration members and counselling from our Guidance Officer to ensure they create a 'balanced' program of study that maximises future options.
3. Students will select subjects using OneSchool and can return their signed Subject Selection Form at their SET Plan meeting or via the Administration Office.
   Note: Placements will be considered on the number allocation of individual returns.
4. Course availability will depend on the balance of student demand, teacher availability and resource availability.

Key contacts for any queries regarding subject selection are:

Mr Don McDermid	Principal
Ms Shirley Holcombe	Deputy Principal – Senior Schooling
Mrs Karen O'Keefe	Guidance Officer
Ms Bec Watts	Head of Department – Senior Schooling & Business
Ms Jessica Dray	Head of Department – Transition and Pathways
Mrs Bernadette Porter **Ms Shelley Simpson**	Senior Schooling Officer School Based Traineeships / Apprenticeships Work Experience & Distance Education Coordinator
Ms Shelley Simpson	Link & Launch Coordinator
Mrs Corinne Raiteri	Head of Department – English and LOTE (Japanese)
Mr Lukas Sabo	Head of Department – Mathematics
Mrs Michelle Sothmann	Head of Department – Science
Ms Melanie Garibaldi	Head of Department – Humanities and Social Sciences
Mr Andrew Cox	Head of Department – Health & Physical Education
Mr Ben Whybird	Head of Department – Industrial, Technology & Design
Mrs Jenny Napier	Head of Department – The Arts
Ms Julia Entvisl	Head of Special Education Services - Inclusive Education Centre

Senior Education Profile

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

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

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General 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.

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.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) 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.

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 (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other

recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C 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.

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

QCAA senior syllabuses

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.

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
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

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
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

Literature

General

General senior subject

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

Students 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 texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which 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 texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

Assessment

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

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

Summative assessments

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

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.

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Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option G	Event management
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.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

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

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

Summative assessments

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

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure

Social & Community Studies 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	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

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

Assessment

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

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

Summative assessments

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

Ancient History

General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

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 responses	25%

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

Assessment

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

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

Summative assessments

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

Economics

General senior subject

General

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

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

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

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

Pathways

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

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues

- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Structure

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

Assessment

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

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

Summative assessments

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

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

Assessment

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

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

Summative 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%

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
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

Modern History 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

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World	**Movements in the Modern World**	**National experiences in the Modern World**	**International experiences in the Modern World**

Unit 1	Unit 2	Unit 3	Unit 4
Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)	Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)	Schools select two of the following topics to study in this unit: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton

Unit 1	Unit 2	Unit 3	Unit 4
• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

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%

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short 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
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

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			

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Aquatic Practices

Applied senior subject

Applied

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices 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.

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

Projects and investigations are key features of Aquatic 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 aquatic contexts.

By studying Aquatic 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 aquatic situations.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating 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

Aquatic Practices 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	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option E	Using the aquatic environment

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices 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: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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. 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	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

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: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Research investigation</td><td rowspan="2">20%</td></tr>
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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

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

Assessment

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

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

Summative assessments

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

Marine Science

General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. 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.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine 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 marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine 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 marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, 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
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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Summative external assessment (EA): 50% • Examination — combination response			

Physics

General senior subject

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

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

Assessment

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

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

Summative assessments

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</table>

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

Assessment

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

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

Summative assessments

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Engineering 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 associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. 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 Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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 structures
- adapt plans, skills and procedures.

Structure

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

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option F	Production in the manufacturing engineering industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering 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.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** 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 unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing 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 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 F	Production in the bespoke 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.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** 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.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** 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. 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	Culinary trends
Unit option B	Bar and barista basics
Unit option D	Casual dining
Unit option F	Guest services

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.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** 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.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

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. 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	Drafting for residential building
Unit option C	Computer-aided drafting — modelling
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing 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.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Dance 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.

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

Objectives

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

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

Structure

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	**Choreography of dance** Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes **Planning and evaluation of choreography** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	**Performance of dance** Performance (live or recorded): up to 4 minutes **Planning of choreography and evaluation of performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Media 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.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media 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 media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

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

Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

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. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

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: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

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. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

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.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **Design proposal** 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 OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

Drama

General senior subject

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

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** 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

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

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
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Visual Art

General senior subject

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

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Certificate III in Business [BSB30120]

RTO No.:30338

VET

Course Description

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.
Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Tasks are completed in a simulated events management business environment where students take on the role of Assistant Events Planner.

Students will complete five projects containing multiple activities that link to the units of competency. Students receive ***8 QCE points*** upon successful completion of Certificate III in Business.

Pathways

Successful completion of the course provides students with the practical skills to work in many office and business roles. Possible occupational outcomes include: Accounts Receivable Clerk, Accounts Payable Clerk, Clerk, Data Entry Operator, Junior Personal Assistant, Receptionist, Office Administration Assistant, Office Administrator and/or Word Processing Operator.

Students will also develop a solid foundation for further study as the course lays the groundwork for further learning to advance to a Certificate IV or Diploma.

Structure

The Certificate III in Business is designed around the following units of competencies:

Core	Electives
Core Units • BSBCRT311 Apply critical thinking skills in a team environment • BSBPEF201 Support personal wellbeing in the workplace • BSBSUS211 Participate in sustainable work practices • BSBTWK301 Use inclusive work practices • BSBWHS311 Assist with maintaining workplace safety • BSBXCM301 Engage in workplace communication	Elective Units • BSBTEC201 Use business software applications • BSBTEC301 Design and produce business documents • BSBTEC303 Create electronic presentations • BSBWRT311 Write simple documents • BSBPEF301 Organise personal work priorities • BSBOPS304 Deliver and monitor a service to customers • BSBOPS305 Process customer complaints *Students may have the opportunity to apply credit transfer for units completed within other certificates.*

Conditions of Enrolment

Students will require the use of a **laptop** as all training materials are electronic.

Assessment

Assessment will be undertaken using a hands-on approach. Students will complete units of competency which demonstrate, at a particular point in time, that students are working towards gaining competency in units leading to a Certificate III in Business
Assessment in this certificate is undertaken through a series of assessment pieces, which may include: Activities, Projects, Teacher Questioning, Written Responses, Observations and Checklists.

Homework Requirements	No specific out of school tasks are set but the expectation is that course material may need to be completed out of school hours.
Resources/Stationery Requirements	Earphones, External drive (i.e. USB/HDD) **Access to a laptop during school time and home is *essential.* All course materials are accessed online and electronic responses are required by students.** *A laptop is used in every lesson as the course is dependent upon this equipment for learning and assessment.* *It is essential that students comply with the school's acceptable computer network policy. This course has a strong emphasis on computer technology. If students lose computer access, achievement of results could be affected.*
Recommended Studies from Year 10	No recommendation
NATIONALLY RECOGNISED TRAINING	This certificate course will only be offered if both human and physical facilities are available.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Certificate II in Applied Digital Technologies [ICT20120] and Certificate II in Workplace Skills [BSB20120]

RTO No.:30338

This dual certificate will be undertaken over year 11 and 12. On completion of both certificates the student will receive 6 points towards their Queensland Certificate of Education.

VET

Course Description

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. These qualifications are designed for those developing the necessary digital and technology skills in preparation for work and reflects the role of individuals in a variety of entry-level Business Services job roles.
These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and digital technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualifications are suitable for someone generally performing under direct supervision.
Certificate II in Applied Digital Technologies aims to help students gain:
● skills and knowledge as used in an information technology/office environment
● ability to use a range of software tools to complete typical computing tasks
● improved ability to communicate, access and present data, using information technology
● valuable employability skills

Pathways

This course prepares individuals for an entry level position in business. After achieving this qualification, students may undertake a Certificate III in Business or Certificate III in Information Technology from an external RTO. Alternatively work in a range of fields including administration assistant, clerical worker, data entry operator, office assistant, receptionist, information desk clerk, records assistant, junior office support and providing digital literacy skills for a wide range of industry occupations.
The subject benefits students intending to work in a small business, office environment, computing environment or considering a TAFE course at the end of Year 12.

Structure

Students will first complete seven projects in Certificate II in Applied Digital Technologies which should be finished no later than Term 1, Year 12.

The following units of competency will be covered:

Core	Electives
Core Units • BSBSUS211 Participate in sustainable work practices • BSBTEC202 Use digital technologies to communicate in a work environment	Elective Units • BSBTEC303 Create electronic presentations • ICTICT224 Integrate commercial computing packages

• BSBWHS211 Contribute to the health and safety of self and others • ICTICT213 Use computer operating systems and hardware • ICTICT214 Operate application software packages • ICTICT215 Operate digital media technology packages	• BSBTEC201 Use business software applications • ICTSAS214 Protect devices from spam and destructive software • BSBPEF201 Support personal wellbeing in the workplace • ICTSAS308 Run standard diagnostic tests

Students will then complete one project for Certificate II in Workplace Skills that has a focus on customer service.
The following units of competency will be covered in this certificate:

Core	Electives
Core Units • BSBCMM211 Apply communication skills • BSBOPS201 Work effectively in business environments • BSBPEF202 Plan and apply time management	Elective Units • BSBOPS202 Engage with customers • BSBOPS203 Deliver a service to customers

Conditions of Enrolment

Students will require the use of a **laptop** as all training materials are electronic.

Assessment

Assessment will be undertaken using a hands-on approach. Students will complete units of competency which demonstrate, at a particular point in time, that students are working towards gaining competency in modules leading to a Certificate II in Applied Digital Technologies and/or Certificate II in Workplace Skills.
Assessment in this subject is undertaken through a series of assessment pieces, which may include: Teacher Questioning, Written Responses, Observation Checklists, Activities, Simulations and Projects.

Homework Requirements	No specific out of school tasks are set but the expectation is that course material may need to be completed out of school hours.
Resources/Stationery Requirements	Earphones, External drive (i.e. USB/HDD) Access to a laptop during school time and home is ***essential***. *A laptop is used in every lesson as the course is dependent upon this equipment for learning and assessment.* *It is essential that students comply with the school's acceptable computer network policy. This course has a strong emphasis on computer technology. If students lose computer access, achievement of results could be affected.*
Recommended Studies from Year 10	No recommendation
NATIONALLY RECOGNISED	This certificate course will only be offered if both human and physical facilities are available.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Certificate II in Tourism [SIT20122] and Certificate II in Workplace Skills [BSB20120]

RTO No.:30338

This is a dual course that will be undertaken over Year 11 and Year 12. On completion of both certificates the student will receive 6 points towards their Queensland Certificate of Education.

Course Description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.
These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.
Students will complete six (or more) projects containing multiple activities that link to the units of competency.

Pathways

This course prepares individuals for an entry level position in business. After achieving this qualification, students may undertake a Certificate III in Business from an external RTO or possibly work in a range of fields including administration assistant, clerical worker, data entry operator, office junior, receptionist and information desk clerk.

Structure

Students will first complete eight projects in Certificate II in Tourism which should be finished no later than the end of Term 1, Year 12. This will then be followed by three projects in Certificate II in Workplace Skills. The following Units of Competency will be covered:

Core	Electives
Core Units • SITTIND003 — Source and use information on the tourism and travel industry • SITXCCS009 — Provide customer information and assistance • SITXCCS011 — Interact with customers • SITXCOM007 — Show social and cultural sensitivity • SITXWHS005 — Participate in safe work practices	Elective Units • BSBPEF202 Plan and apply time management • BSBTEC201 Use business software applications • SIRXPDK001 — Advise on products and services • SITXCCS010 — Provide visitor information • SITXCOM008 — Provide a briefing or scripted commentary • SITXMPR010 — Create a promotional display or stand

Students will then complete one project for Certificate II in Workplace Skills that has a focus on customer service.

The following units of competency will be covered in this certificate:

Core	Electives
Core Units • BSBCMM211 Apply communication skills • BSBOPS201 Work effectively in business environments • BSBPEF202 Plan and apply time management • BSBSUS211 Participate in sustainable work practices • BSBWHS211 Contribute to the health and safety of self and others	Elective Units • BSBPEF201 Support personal wellbeing in the workplace • BSBTEC201 Use business software applications • BSBCRT201 Develop and apply thinking and problem solving skills • SIRXPDK001 Advise on products and services • SITXCOM008 — Provide a briefing or scripted commentary • SITXMPR010 — Create a promotional display or stand *Students may have the opportunity to apply credit transfer for units completed within other certificates.* *Units subject to change depending upon registration with the QCAA*

Conditions of Enrolment

Students will require the use of a laptop as all training materials are electronic.

Assessment

Assessment will be undertaken using a hands-on approach. Students will complete projects competency which demonstrate, at a particular point in time, that students are working towards gaining competency in units leading to Certificate II in Tourism Certificate II in Workplace Skills. Assessment in this subject is undertaken through a series of assessment pieces, which may include: Activities, Projects, Teacher Questioning, Written Responses, Observations and Checklists

Homework Requirements	No specific out of school tasks are set but the expectation is that course material may need to be completed out of school hours.
Resources/Stationery Requirements	Earphones, External drive (i.e. USB/HDD) **Access to a laptop during school time and home is *essential.* All course materials are accessed online and electronic responses are required by students.** *A laptop is used in every lesson as the course is dependent upon this equipment for learning and assessment.* *It is essential that students comply with the school's acceptable computer network policy. This course has a strong emphasis on computer technology. If students lose computer access, achievement of results could be affected.*
Recommended Studies from Year 10	No recommendation

This certificate course will only be offered if both human and physical facilities are available.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Certificate II in Skills for Work and Vocational Pathways [FSK20119]

RTO No.:30338

VET

Course Description

This course gives students an understanding of fundamental workplace skills and provides them with opportunities for development of appropriate life skills to assist them in their transition from school to work within a general environment and as responsible, contributing members in the community. This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- A pathway to employment or vocational training
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- Entry level digital literacy and employability skills.

Pathways

This course provides students with the skills to proceed to work within the general workplace area.

Structure

The Certificate II in Skills for Work & Vocational Pathways is designed around core and elective modules. **Total of 14 units [1 core + 13 electives]**

Core	Electives
One Core Module: • FSKLRG011 Use routine strategies for work-related learning	Thirteen Elective Modules: • FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work • FSKNUM015 Estimate, measure and calculate with routine metric measurements for work • FSKLRG010 Use routine strategies for career planning • FSKOCM007 Interact effectively with others at work • FSKWTG009 Write routine workplace texts • FSKLRG009 Use strategies to respond to routine workplace problems • FSKRDG010 Read and respond to routine workplace information • FSKLRG007 Use strategies to identify job opportunities • FSKDIG002 Use digital technology for routine and simple workplace tasks • FSKLRG006 Participate in work placement • SIRXHWB001 Maintain personal health and wellbeing

	• SIRXWHS002 Contribute to workplace health and safety • ICPSUP2810 Use computer systems in the printing and graphic arts sectors

Assessment

Competency based assessment – 14 modules required (1 core and 13 elective).
This is a competency based course. Students will have a number of opportunities (generally three) to demonstrate that they can competently complete the set activities over the course of study.

Methods used to gather evidence include:

1. Observation checklist
2. Direct Questioning checklists
3. Folio of work (assignment, activity sheets, role play, case studies, portfolio, workplace plans, logbook, workplace review)
4. Third Party Report, supported by a student logbook
5. Safety Induction

Students will be required to complete at least 28 hours (equivalent of 5 days) of Structured Workplace Learning where they are provided with the opportunity to work in the 'real world'.

The completion of Certificate II in Skills for Work and Vocational Pathways may provide four credit points towards a student's Queensland Certificate of Education.

Homework Requirements	Parts of the course material must be competed at home. 28 hours of work placement required
Resources/Stationery Requirements	Access to a laptop in school is essential. *A laptop is used in every lesson as the course is dependent upon this equipment for learning and assessment.* Access to the internet and a computer at home may be required.
Recommended Studies from Year 10	No recommendations
NATIONALLY RECOGNISED TRAINING	This certificate course will only be offered if both human and physical facilities are available.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Certificate II in Active Volunteering [CHC24015]

RTO No.:30338

VET

Course Description

The Certificate II in Active Volunteering equips students with essential skills to become effective, empathetic volunteers and equips individuals with the foundational skills, knowledge, and practical experience to contribute meaningfully to their communities through volunteer work. This nationally recognised qualification enhances personal development, fosters civic engagement, and can serve as a stepping stone into further education or employment pathways in the community services sector. Whether seeking to give back, gain real-world experience, or build confidence and employability skills, this course empowers students to make a positive impact while growing their own capabilities.

Pathways

This qualification may be used as a pathway for workforce entry.

Structure

The Certificate II in Active Volunteering is designed around core and elective modules – total of 7 units [4 core + 3 electives]

Core	Electives
Core Modules: • BSBCMM201 – Communicate in the workplace • CHCDIV001 – work with diverse people • CHCVOL001 – be an effective volunteer • HLTWHS001 – participate in workplace health and safety	Elective Modules: • FSKNUM003 – use whole numbers and halves for work • SITHIND005 – use hygienic practices for hospitality services • SITXMPR010 – create a promotional display or stand

Assessment

Competency based assessment. Students will have a number of opportunities to demonstrate they can competently complete the set activities over the course of study. Assessment in this course is undertaken through a series of assessment pieces which may include: Activities, Assignments, Observations, Questions ad Logbook.
Students are required to undertake 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.
The completion of Certificate II in Active Volunteering may provide four QCE credits towards a students Queensland Certificate of Education (QCE).

Students may be required to complete 20 hours of volunteer work out of school hours.

Homework Requirements	No specific out of school tasks are set but the expectation is that course material may need to be completed out of school hours.
Resources/Stationery Requirements	Earphones, External drive (i.e. USB/HDD) **Access to a laptop during school time and home is *essential*. All course materials are accessed online and electronic responses are required by students.** *A laptop is used in every lesson as the course is dependent upon this equipment for learning and assessment.* *It is essential that students comply with the school's acceptable computer network policy. This course has a strong emphasis on computer technology. If students lose computer access, achievement of results could be affected.*
Recommended Studies from Year 10	No recommendation
	This certificate course will only be offered if both human and physical facilities are available.

tudents choosing not to supply a USI will not receive AQF certification and will not have their results ppear and be accessible through the Commonwealth USI Registry.

HLT33115 Certificate III in Health Services Assistance plus entry qualification HLT23221 Certificate II in Health Support Services

Connect 'n' Grow RTO No 40518

VET

In partnership with Connect 'n' Grow

Course Description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to training.gov.au for specific information about the qualification.

Pathways

Potential options may include:
- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B. Nursing)
- Entry level employment within the health industry.

Structure

Certificate II	Certificate III
• HLTWHS001 Participate in workplace health and safety • BSBINS201 Process and maintain workplace information • CHCCOM005 Communicate and work in health or community services • CHCCCS010 Maintain a high standard of service • CHCDIV001 Work with diverse people • BSBPEF202 Plan and apply time management • HLTINF006 Apply basic principles and practices of onfection prevention and control • HLTHSS009 Perform general cleaning tasks in a clinical setting • HLTWHS005 Conduct manual tasks safely • HLTHSS011 Maintain stock inventory • BSBOPS203 Deliver a service to customers • CHCPRP005 Engage with health professionals and the health care system	• HLTAAP001 Recognise healthy body systems • BSBMED301 Interpret and apply medical terminology • BSBWOR301 Organise personal work priorities and development • HLTAID011 Provide first aid • HLTAID009 Provide cardiopulmonary resuscitation • CHCCCS009 Facilitate responsible behaviour • CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety • CHCINM002 Meet community information needs • HLTAID010 Provide basic emergency life support • HLTWHS002 Follow safe work practices for direct client care

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work Experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect ‘n’ Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect ‘n’ Grow®.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

Homework Requirements	Various homework and planning tasks including revision of content, completing online tasks Set homework and lab tasks Research
Resources/Stationery Requirements	A4 96 page exercise book Computer essential Fees – the total fee for service cost of these courses [Cert II and Cert III] is $998. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect ‘n’ Grow® to explore potential options.
Recommended Studies from Year 10	C achievement in English and HPE There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.
NATIONALLY RECOGNISED TRAINING	This certificate course will only be offered if both human and physical facilities are available.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Senior Studies TAFE / External Certificates

VET

SERVICE INDUSTRIES

DELIVERY & LOCATION
Face-to-face training, one day a week
Cairns,
Mareeba,
Proserpine,
Townsville (Pimlico)

Face-to-face, block training
Mount Isa

DURATION
4 terms

QCE CREDITS
4 credits

// LEARN MORE

Certificate II in Retail Cosmetics

COURSE CODE: SHB20121

☑ CAREER READY FUNDED*

Embark upon a career in retail cosmetics with this entry-level course. Gain hands-on skills in retail, colour analysis, skin care, photographic and camouflage makeup, as well as sales and customer service. You will have the opportunity to create a photographic portfolio during practical studio time.

Career Outcomes

- Make-up/skincare salesperson

Pathway options

- Certificate III in Beauty Services SHB30121
- Diploma of Beauty Therapy SHB50121
- Diploma of Business BSB50120

ENVIRONMENT

DELIVERY & LOCATION
Face-to-face training, one day a week
Bowen

DURATION
4 terms

QCE CREDITS
4 credits

// LEARN MORE

Certificate II in Rural Operations

COURSE CODE: AHC21216

☑ CAREER READY FUNDED*

Kick start your career by developing a broad range of skills driven by the introduction of new technologies, programming techniques, autonomous systems documentation, Programmable Logic Controller (PLC), as well as innovative thinking and problem-solving skills.

Career Outcomes

- Assistant Farmhand
- Assistant Stationhand
- Assistant Station Worker
- Assistant Station Labourer

Pathway options

- Certificate III in Rural Operations AHC32816
- Diploma of Agriculture AHC50122

ENVIRONMENT

DELIVERY & LOCATION
Face-to-face training, one day a week
The Whitsundays

DURATION
4 terms

QCE CREDITS
4 credits

// LEARN MORE

Certificate II in Aquaculture

COURSE CODE: SFI20119

☑ CAREER READY FUNDED*

This is an entry-level course designed to equip students with a range of practical and technological skills required to work in the Aquaculture industry. Students will learn how to interact with aquatic technology, maintain the water environment and participate in environmentally sustainable practices.

Career Outcomes

- Aquaculture Farmers
- Aquaculture Attendants

Pathway options

- NA

TRADES

DELIVERY & LOCATION
Face-to-face training, one day a week
Bowen,
Burdekin,
Cairns,
Charters Towers (DTTC),
Innisfail,
Malanda,
The Whitsundays,
Townsville Trade
Training Centre (Bohle)

Face-to-face, block training
Mount Isa,
Thursday Island

DURATION
4 terms

QCE CREDITS
4 credits

// LEARN MORE

Certificate II in Automotive Vocational Preparation

COURSE CODE: AUR20720

☑ CAREER READY FUNDED*

Kick start your career in the automotive industry with this foundation course. Gain basic skills in electrical, marine and mechanical components and systems. Learn how to use appropriate tools and equipment to complete basic removal, inspection and refitting of automotive components. Use this training as a pathway to an apprenticeship.

Career Outcomes

- Trades assistant
- Vehicle service assistant
- Automotive service assistant
- Trainee service person
- Automotive trainee

Pathway options

- Certificate III in Marine Mechanical Technology AUR30520
- Certificate III in Light Vehicle Mechanical Technology AUR30620
- Certificate III in Heavy Commercial Vehicle Mechanical Technology AUR31120
- Certificate III in Mobile Plant Technology AUR31220
- Certificate III in Automotive Sales AUR31020
- Certificate III in Motorcycle Mechanical Technology AUR30820
- Certificate III in Outdoor Power Equipment AUR30720

TRADES

DELIVERY & LOCATION

Face-to-face training, one day a week
Bowen,
Burdekin,
Cairns,
Charters Towers - DTTC,
Proserpine,
Townsville Trade
Training Centre (Bohle),
Tully

Face-to-face, block training
Mount Isa,
Thursday Island

DURATION
4 terms

QCE CREDITS
4 credits

// LEARN MORE

Certificate II in Engineering Pathway

COURSE CODE: MEM20422

☑ CAREER READY FUNDED*

This course will introduce you to the engineering trade and provide you with basic skills to operate tools and equipment to produce and modify objects. Gain basic welding skills, communication skills and use this training as a pathway to an apprenticeship in a variety of engineering fields, such as sheet metal, fabrication and diesel fitting.

Career Outcomes

- Diesel mechanical
- Metal fabrication
- Machining
- Fitter and turning

Pathway options

- Certificate III in Engineering – Technical MEM30522
- Certificate III in Engineering – Mechanical Trade MEM30219
- Certificate III in Engineering – Fabrication Trade MEM31922
- Certificate III in Fixed and Mobile Plant MEM31419

TRADES

DELIVERY & LOCATION

Face-to-face training, one day a week
Cairns,
Innisfail,
The Whitsundays,
Townsville Trade
Training Centre (Bohle)

Face-to-face block training
Mount Isa

DURATION
4 terms

QCE CREDITS
3 credits

// LEARN MORE

Certificate I in Construction

COURSE CODE: CPC10120

☑ CAREER READY FUNDED*

Build a career in carpentry with this pre-apprenticeship course. Gain basic skills and learn to read and interpret plans, measure and calculate. Use construction tools and materials to undertake a basic construction project. The General Construction Induction Training (GCIT) Skill Set is delivered in this course, which is an industry requirement to work on a Queensland construction site.

Career Outcomes

- Apprenticeship opportunity

Pathway options

- Certificate III in Carpentry CPC30220
- Certificate III in Painting and Decorating CPC30620
- Certificate III in Plumbing CPC32420

Certificate II in Community Services (CHC22015)

RTO: Kath Dickson Institute No.5394

VET

CHC22015 CERTIFICATE II IN COMMUNITY SERVICES

This Qualification covers people working in the Community Services sector and includes foundation skills by all workers to enable them to effectively undertake their work using basic practical skills required for the job.

WHAT WILL I STUDY?

To complete a CHC22015 Certificate II in Community Services **5 core units and 4 elective units** are required. The core units must be completed as stated. At least two (2) elective units must be chosen from the elective list provided in the Qualification Outline and two (2) may be imported units, that pertains to your work role, from other Training Packages or accredited courses in consultation with your workplace and your trainer.

If you are not working with an organisation, it will also be necessary to complete a Workplace Practicum of 100-240 hours. Please note that the practical work placement hours must be completed before the unit is deemed competent. KDI staff can provide further information on this.

Competency Code	Competency Name	Hours per unit	Core/Elective
CHCCOM001	Provide first point of contact	35	Core
CHCCOM005	Communicate and work in health or community services	30	Core
CHCDIV001	Work with diverse people	40	Core
HLTWHS001	Participate in workplace health and safety	20	Core
BSBWOR202	Organise and complete daily work activities	20	Core
Electives – Early Childhood			
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural Safety	25	Elective
CHCECE002	Ensure health and safety of children	63	Elective
CHCECE004	Promote and provide healthy food and drinks*	35	Elective
CHCPRT001	Identify and respond to children and young people at risk	40	Elective
Electives – Community Services			
CHCVOL001	Be an effective volunteer	25	Elective
BSBWOR201	Manage personal stress in the workplace	40	Elective
HLTINF001	Comply with infection prevention and control policies and procedures	25	Elective
Electives – both streams will complete			
HLTAID003	Provide first aid	18	Elective

*This unit is imported from early childhood and is a good elective for anyone working with children or volunteering in an organisation that serves food.

WHAT ARE THE ENTRY REQUIREMENTS?

There are no special entry requirements. Applicants should have basic language, literacy and numeracy skills and possess a Working with Children Blue Card or National Police Clearance Check.

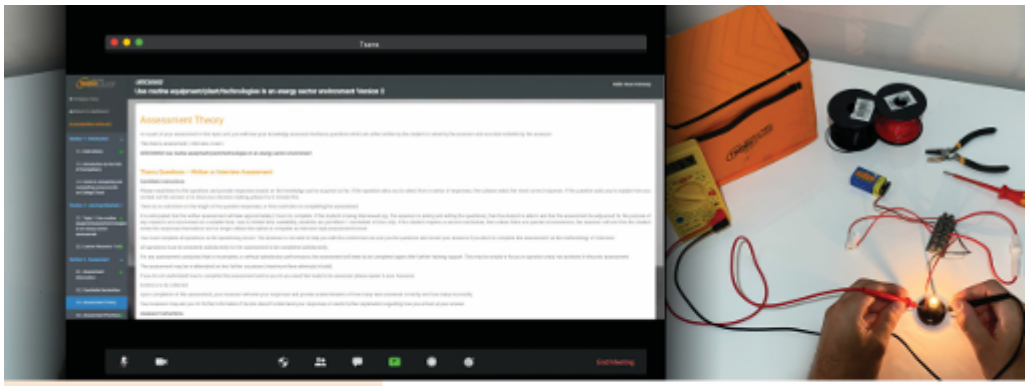
WHERE CAN I STUDY?

You are able to study throughout most locations in Queensland, however, you will need to contact the Institute to ascertain what delivery modes are available to you in each region.

Certificate II in Electrotechnology (Career Start)

RTO: People and Performance Solutions P/L No: 31175

VET



COURSE DELIVERY:

- Weekly facilitated live tutorials via Teams virtual classroom
- Email support from your trainer
- 24/7 GCTC College Cloud access for learning resources and theory assessment

4 Terms

COST AND PAYMENT

You may be eligible for VETiS funding.

Enquire with your school's in house VET Co-Ordinator or Tracy from the College on 07 5669 9000.

COURSE REQUIREMENTS

Due to the virtual classroom delivery via Teams, participants will be required to have the following computer equipment:

- Laptop or PC with Microsoft
- Power Point, Word and Excel Applications
- A strong internet connection

PRACTICAL REQUIREMENTS

- Practicals are completed in person at your school campus
- It is compulsory to attend all practical sessions

HOMEWORK REQUIREMENTS

- You are required to allow up to 2 ½ hours per week for homework

Join our

UEE22020 Certificate II in Electrotechnology (Career Start)

course delivered via virtual classroom

Successfully complete this nationally accredited pre-trade qualification with Gold Coast Trades College and kick start your career in the electrical sector.

Learn skills that will make you a valuable member of any electrical business and fast track your chance for an electrical apprenticeship.

REMOTE DELIVERY / DISTANCE LEARNING:

- Must be in year 10, 11 or 12 at course start date
- Students need to be passing English and Maths. Students are required to provide their last school report as part of their application
- Students will be required to pass a Language, Literacy and Numeracy assessment

CAREER OPPORTUNITIES

- Electrical contractor
- Auto electrician
- Air con/refrigeration mechanic
- Computer aided automation technician
- Lighting designer
- Solar installer

Google ★★★★★ *What do our students say? Check out our Google reviews*

INTERESTED? ***CONTACT US TO LEARN MORE ABOUT THE COURSE AND ENROLMENT.***

VET IN SCHOOLS

Gold Coast TRADES COLLEGE Registered Training Organisation | 31175

6 Hayter Street, Currumbin Waters QLD 4223
VETiS@peopleperformance.com.au | 07 5669 9000
gctradescollege.com.au | RTO 31175

Skills Assure

Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)

RTO: Whitsunday Maritime Training Centre No: 6028

VET

Course Description

Advance your maritime career and learn skills that will help you become a Coxswain of commercial vessels up to 12m long. This course will teach students how to operate and maintain auxiliary marine engine systems, how to plan and navigate a passage and how to operate inboard and outboard motors.

Pathways

Marine Industry
Up to 4 QCE points

Structure

Units of Competency:

HLTAID011	Provide first aid
MARB027	Perform basic servicing and maintenance of main propulsion unit and auxiliary systems
MARC037	Operate inboard and outboard motors
MARC038	Operate main propulsion unit and auxiliary systems
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survey at sea using survival craft
MARH013	Plan and navigate a passage for a vessel up to 12 metres
MARI003	Comply wirh regulations to ensuresafe operation of a vessel up to 12 metres
MARJ006	Follow environmental work practices
MARK007	Handle a vessel up to 12 metres
MARN008	Apply seamanship skills aboard a vessel up to 12 metres

Assessment

- Written and online exams
- Assignments
- Practical demonstrations

Note: This qualification is required to obtain an AMSA certificate of competency as a Coxswain Grade 1 NC as defined in the National Standard for Commercial Vessels (NSCV) Part D.
AMSA certification will require:

- achieving MAR20321 Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)
- a Marine Radio Operators VHF Certificate of Proficiency
- sea service consisting of:
- 30 days qualifying sea service and a completed AMSA approved task book;

or

- 240 days qualifying sea service
- meeting the medical and eyesight requirements specified in the NSCV Part D and
- assessment by an AMSA approved assessor using the AMSA mandated practical assessment (AMPA) conducted on a commercial vessel ≥5.0 m in length.

Additional Learning Opportunities

The flexibility of the Queensland Certificate of Education (QCE) allows students to embrace a number of different learning opportunities to education and training while still attending school. Additional learning options are suited to students who have in mind specific pathways beyond senior secondary schooling. Many different situations arise that allow additional learning opportunities to meet the needs of individual students. Additional learning options contribute to the QCE and may contribute to ATAR calculations.

Schools of Distance Education

With ever increasing demands on our school's curriculum it is not possible to meet all the subject choices of students. To bridge this shortfall Education Queensland offers an increasing range of subjects via online learning through the Schools of Distance Education. The subjects are the same standard as offered at our school with a range of General, Applied and VET subjects.

Distance Education may charge students school fees for subjects undertaken.

Who could benefit from online learning method?

- Students who need a subject for their career path that is not offered at our school.
- Students who have a clash of subjects on their timetable.
- Students must be self-disciplined and independent learners who can work with minimum close supervision.

Faculty	Subject
Humanities	Ancient History Philosophy and Reason
The Arts	Dance Music Music Extension (Units 3 & 4 only)
Technologies	Design Digital Solutions Information & Communication Technology
Health and Physical Education	Health Early Childhood Studies
Languages	Chinese French German Indonesian Italian Japanese Spanish
Vocational Education and Training (VET) Courses	Certificate II in Financial Services Certificate III in Agriculture Certificate III in Business – Business Administration Certificate III in School Based Education Support Certificate III in Tourism

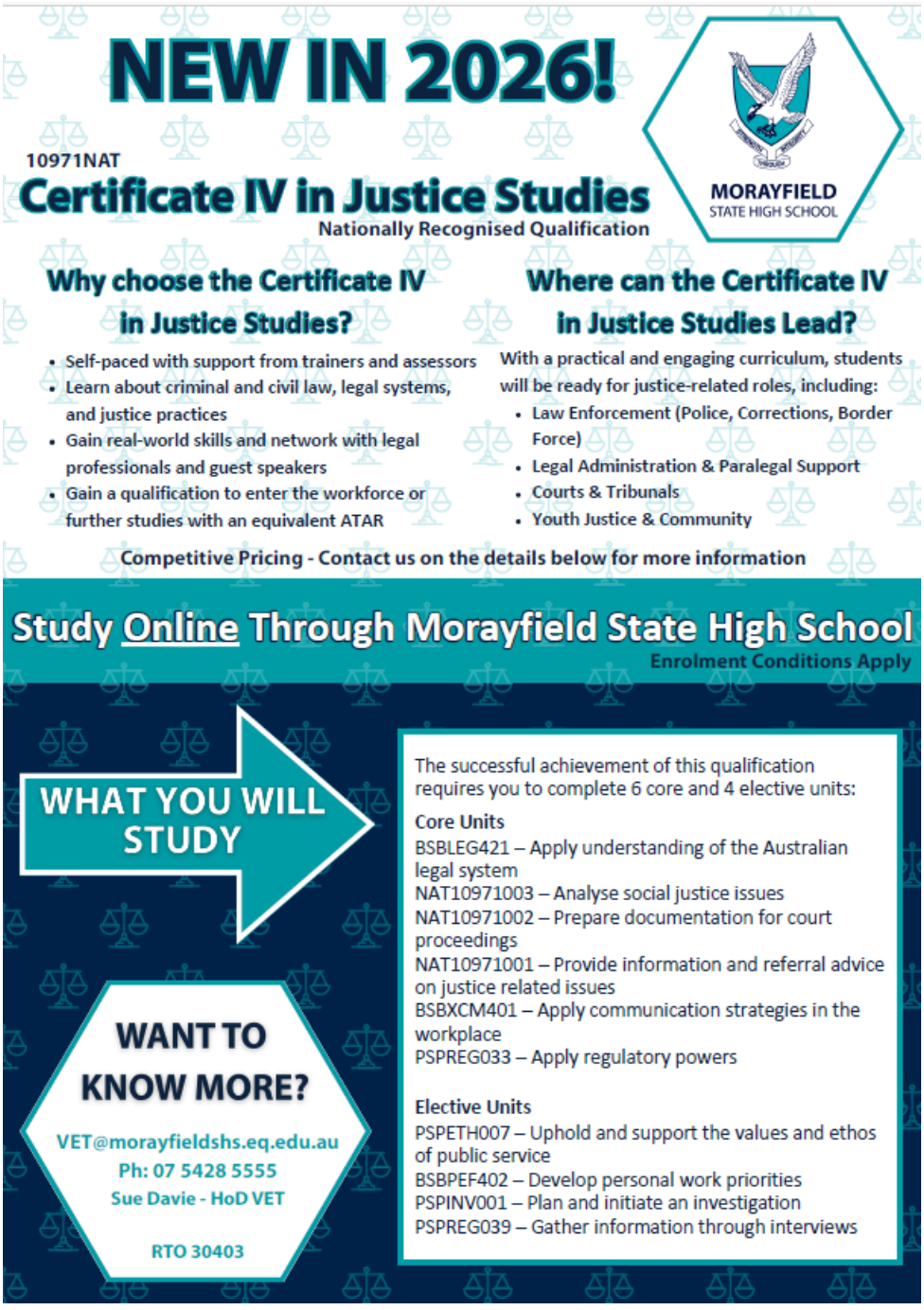
*The Schools of Distance Education have yet to confirm the subjects they will be offering in 2026 and are subject to availability and change by the Schools of Distance Education.

NOTE: Schools of Distance Education may also offer subjects / courses Proserpine State High School offer on a face-to-face basis in the event of a subject line clash. See SS DP for more information

External Courses

Students may choose to enrol in an externally provided course. This is a good option if you are a self-directed learner and wish to undertake a certificate course not provided at the school. The student is responsible for any enrolment fees and approval must be gained from the school if you wish for this course to be included as one of your subjects. Please see Deputy Principal for Senior Schooling or a Guidance Officer.

Here are a few options –



Our Contact

For more information contact us

1300 446 448

www.getset.edu.au

info@getset.edu.au

RTO 45252
Get Set Vocational Education and Training Pty. Ltd.
T/as Get Set Education

Testimonial

The Diploma of Business was a fantastic opportunity that has provided me with genuinely valuable knowledge, skills and tools that are applicable to real-life contexts.

Kate was great to work alongside with - her experiences of owning and operating a business provided a much deeper level of understanding.

Liam, Get Set Graduate

NATIONALLY RECOGNISED TRAINING

GETSET EDUCATION

BSB50120 DIPLOMA OF BUSINESS

The Diploma of Business will get you ready to apply for a range of roles straight out of high school, study further, or pursue your own business ideas. Equipped with practical, real-world skills and a nationally recognised qualification, you will be set for life in a variety of industries and roles.

SCHOOL BASED DELIVERY

This program is delivered as part of a third-party arrangement.

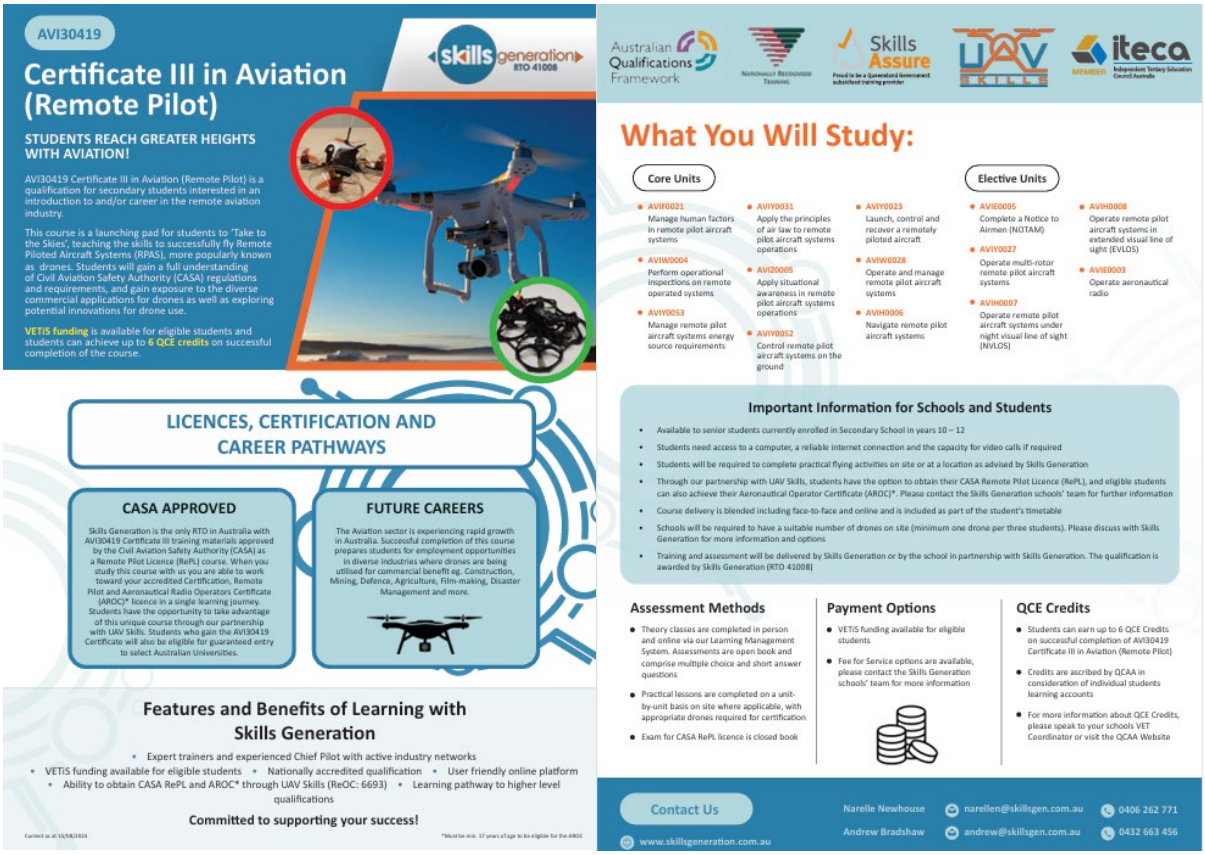
Recognition	National
Year levels	Commence in Year 10 or 11
Mode of Study	Combination classroom, project-based, online & simulated work learning
Assessments	Projects, written questions, case studies, role plays, research and reports
Course Fees	**$899.00** Payable upfront or monthly payment plans (over 12 months)
Requirements	Laptop/Computer + Internet access. Achieved at least a C in English.
Format of Delivery	18 months timetabled lessons
QCE Credits	Up to a maximumof 8 QCE credits

Our Diploma of Business is different because it has been written specifically for high school students.

UNITS OF COMPETENCY

The Diploma of Business with a Business Development specialisation requires the completion of the following 12 units of competency.

BSBXCM501	Lead communication in the workplace.
BSBCRT511	Develop critical thinking in others
BSBMKG546	Develop social media engagement plans
SIRXMKT006	Develop a social media strategy
BSBFIN501	Manage budgets & financial plans
BSBMKG541	Identify & evaluate marketing opportunities
BSBOPS601	Identify & evaluate marketing opportunities
SIRXMGT005	Lead the development of business opportunities
BSBOPS501	Manage business resources
BSBOPS505	Manage organisational customer service
BSBOPS504	Manage business risk
BSBSUS511	Develop workplace policies & procedures for sustainability



University Subjects in Senior

Students are able to study a university course in Year 11 and 12 through a number of Queensland universities. The universities have their own individual programs with unique entry requirements, time frames, course (subject) offerings and pathway outcomes. Most universities require students to be achieving at a B standard or above and require support from the school.

Some advantages:

- Students may receive guaranteed entry to the university program upon successful completion of the course (this is not at all universities or relevant for all university programs).
- Focused learning in an area that you are really interested in.
- Possibly receive a credit towards your Queensland Certificate of Education (QCE).

Some of the challenges:

- Finding the extra time in your week to study for and complete university subjects on top of your school academic and co-curricular commitments.
- Meeting university deadlines with no reminding by teachers.
- Not successfully completing the university course and being disappointed with your results.

CQUniversity – Start Uni Now (SUN) - https://www.cqu.edu.au/study/entry-pathways/start-uni-now

Get a head start on your studies toward your dream career while finishing high school with Start Uni Now (SUN). SUN is a CQUniversity initiative that provides students completing Year 10, or studying in years 11 and 12 a real university experience by combining your school study with the challenge of university level study. You can choose from a range of units from CQU's degree courses that will give you an authentic insight into university life and get you started early on achieving your career aspirations.

After successfully completing study in the SUN program you may be eligible for direct entry into your course and credit towards your degree. You can be confident knowing you have a pathway to university that is not just reliant on your ATAR score.

James Cook University – NOW - https://www.cqu.edu.au/study/entry-pathways/start-uni-now

JCU NOW is for high achieving Year 11 and Year 12 students who want to be ready today for tomorrow by studying first year university subjects alongside high school subjects.

After successfully completing study in the JCU NOW Program you may be eligible for direct entry into your course and credit towards your degree. You can be confident knowing you have a pathway to university that is not just reliant on your ATAR score.

See the Guidance Officer for more information on courses and the application process.

School-based Apprenticeships and Traineeships

A school-based apprenticeship is an excellent way for vocationally directed students to complete a traineeship or get a head-start on a full-time apprenticeship. A partnership exists between the student, the school, the Apprenticeship Centre, the workplace and a Registered Training Organisation to assist the student to complete the available training.

How could I benefit from a school-based apprenticeship or traineeship?

- I can work towards an industry recognised certificate as well as a Senior Statement and maybe an ATAR. I will also gain credits towards my QCE.
- I will receive training with a registered training organisation.

- I will be able to move more easily from school life into work.
- I will have a head start in the job market.
- I will gain firsthand experience in the industry.
- I will be paid for the time I spend at work.
- I could use my vocational qualification to get into tertiary education, such as diploma courses.

What do I do if I'm interested in a school-based apprenticeship or traineeship?

- Talk to people working in different jobs; find out what skills they use and where they work.
- Talk with people in your school who can help with advice, such as the HOD - Senior Schooling, Guidance Officer, Industry Liaison Officer.
- Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience or structured work placement.

Things for you to think about if you want a school-based apprenticeship or traineeship:

- You can achieve a QCE and do a school-based apprenticeship or traineeship.
- A school-based apprenticeship or traineeship requires a training agreement to be signed; this contract commits you and your employer to the apprenticeship or traineeship.
- You will be studying a vocational certificate course in addition to your school subjects, so be prepared for an extra workload.
- A school-based apprenticeship or traineeship has to impact your school timetable, meaning that paid employment and possibly training will be undertaken during normal school hours. It is your responsibility to catch up on the school work missed while at work.
- You may be completing your traineeship/apprenticeship after you have finished school.
- It is important that you are very sure about your goals and career plans before signing up.
- Selecting subjects that will help you with your traineeship or apprenticeship or that you need for further study after school.
- Transport to work and/or to training in and out of school hours may be an added cost.
- Sometimes the work involved will require you to get to different job sites.

When and how can I apply?

You can apply through your school until July of Year 12. Visit the Senior Schooling Officer in B04 to find out more information. If you start early in Year 11, you may complete a school-based traineeship by the end of Year 12.

If you have not finished by the end of Year 12, you must continue with your traineeship or apprenticeship until it is completed.

For more information on school-based traineeships and apprenticeships visit:
www.apprenticeshipsinfo.qld.gov.au/school-based/index.html

Structured Work Placement

Work placement is a component of a specific course. It is linked to outcomes. In work placements, you perform tasks and hands on duties in the work place. Structured work placement is available to students in Years 11 & 12 who are enrolled in vocational subjects.
Benefits to you:

- You can get the feel of a work environment.
- You will learn work skills to help you make decisions about your future career.
- You will gain industry and social skills.
- Your competencies can be credited to Traineeships and Apprenticeships.
- You can develop a network with local employers.

When and how can I apply?

Work Placement will be offered to you throughout the year, depending on your courses. You can find out more by visiting the Senior Schooling Officer in B04.

Work Experience

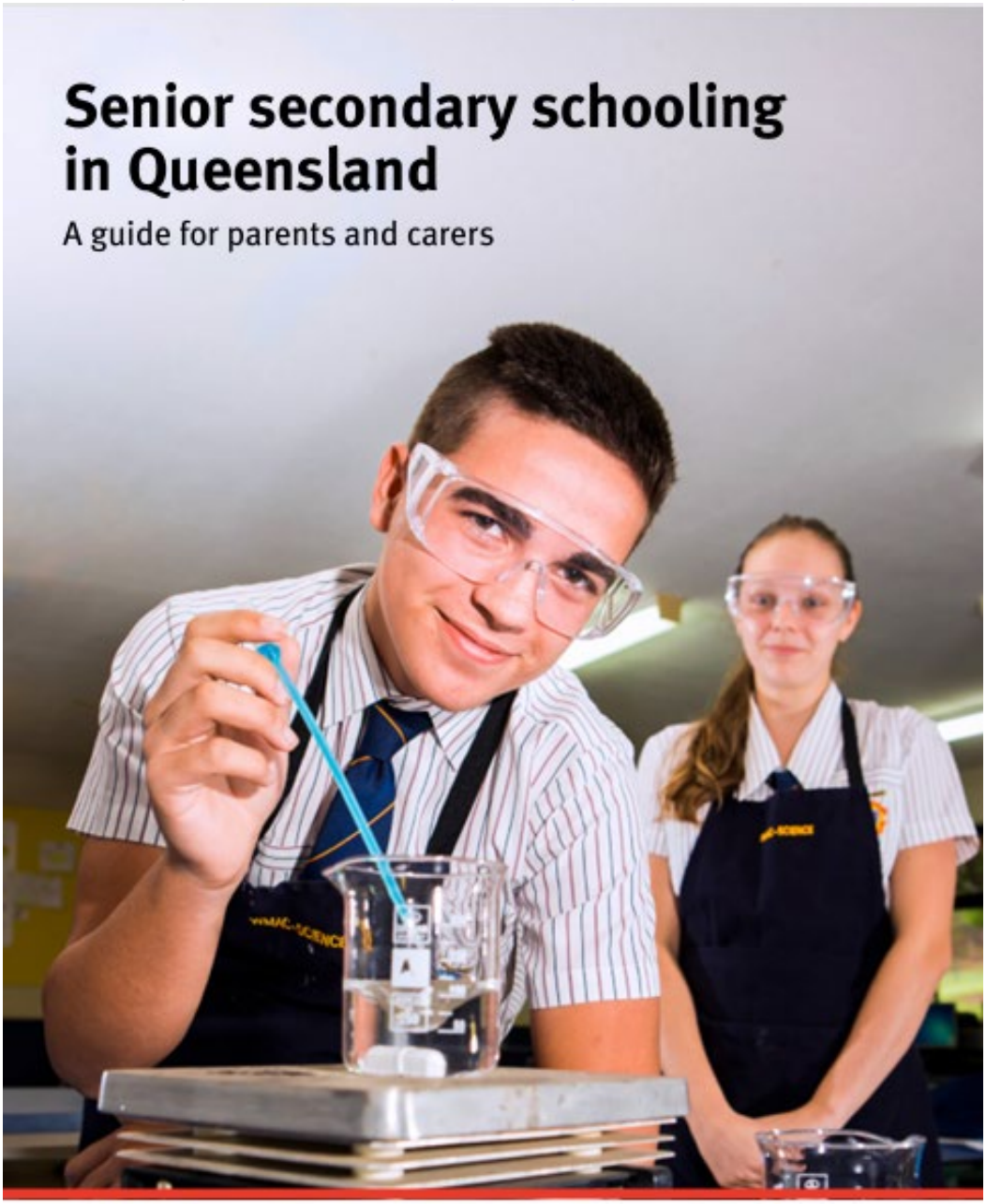
Our school is committed to the provision of work experience for students as part of their education. It is designed to assist them to develop appropriate knowledge, skills and attitudes concerning both paid and unpaid work. Industry plays a key role in developing the specific skills required in the work place.

Work experience has similar benefits to structured work placement.
Work experience covers all industry areas and gives insight into particular career choices, but is not linked to a particular school subject. Work experience is available to students in Years 10, 11 & 12.

When and how can I apply?
Work Experience will be offered to you in the Easter, June and September school holidays. Alternatively, students can complete work experience in the two week period of finishing the school year (while school is still in operation for our junior students). Contact the Senior Schooling Officer in B04 at the school for further details.

APPENDIX

For more information go to - Senior secondary schooling in Queensland



QCE Factsheet Requirements


Queensland Certificate of Education (QCE)
Planning your pathway
Find out more at
myQCE

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Great state. Great opportunity.

Queensland Government