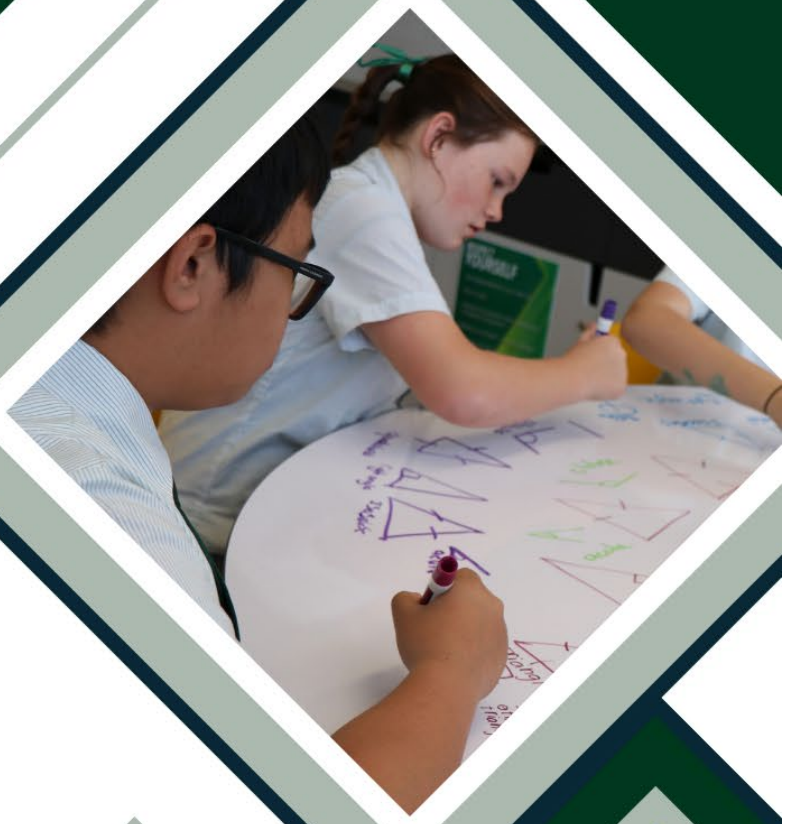


2026
SENIOR SUBJECT GUIDE

For more information
caboolturesh.eq.edu.au

Contents

Motto

May I be worthy

We believe in our students, staff and our culture. We believe that all students are worthy of quality education.

Vision

At Caboolture State High School, we care about our students and have created a culture so that all students and staff member can unleash, reach and exceed their potential.

At Caboolture State High School, we are making the difference today…for tomorrow.

Values

PRIDE

P – *Persistence: Never give up*

R – *Respect: Yourself, others and the environment*

I – *Integrity: Be honest and trustworthy*

D – *Diligence: Give everything a go*

E – *Excellence: Be the best you can be*

Introduction

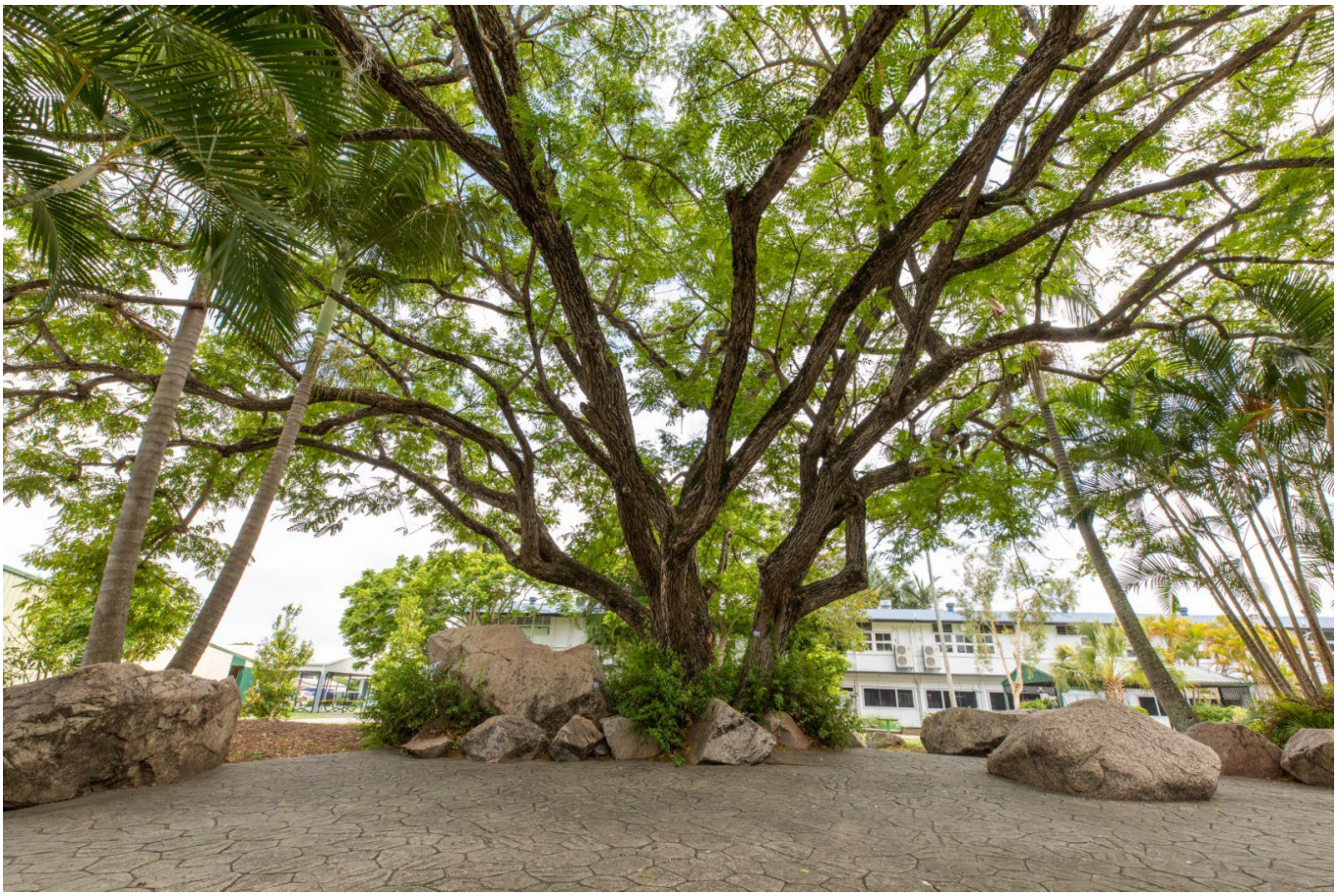
The Senior Curriculum Guide is a resource for planning your senior education pathway. It will provide you with information regarding this next phase of your secondary schooling, including subject selection, qualifications, and tertiary entrance. Contained in this guide are outlines of the courses offered at Caboolture State High School for students transitioning to Year 10 and 11.

** Please note that courses will only run where sufficient student numbers exist for the classes and the appropriate level of staffing is available.*

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selections. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

The information contained in this booklet is a summary of the approved General, Applied, Short Course syllabuses and VET qualifications.

** The information contained within this document has been sourced from the QCAA.*



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 refer to: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep.

Senior Statement

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

The QCAA develops 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.

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.

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.

Short Course Syllabus

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.

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.

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.

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.

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.

General Syllabus

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.

Vocational Education and Training (VET / Certificate Courses)

Queensland will be announcing a new career ready program on 1 July 2025. Details will be updated on the Caboolture SHS website in Term 3.

Fee for service certificates

- A payment model where an external provider is offering us the qualification and they are paid for the service they provide.
- Refers to situations where individuals or organisations pay directly for educational or training services, typically when the course or qualification is not subsidised by the government or when the student is not eligible for funding

Qualifications

For all Certificate-Based qualifications, please refer to the http://training.gov.au website for specific information about the qualification. Students must achieve competency in each unit of competency to be issued with a full certificate at the completion of this course. If students do not achieve the full certificate, a statement of attainment will be issued detailing the competencies completed. Units of competency are correct at time of printing. In the event of changes to training packages, these will made by ASQA. Students will be notified, and Caboolture SHS will ensure students are transitioned to new units of competency as required by QCAA and ASQA.

***Disclaimer**: Caboolture SHS must have suitable teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to change or cancel the vocational component of the course if it is unable to meet requirement.*

Applied and Applied (Essential) Syllabus

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.

Short Course Syllabus

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 Literacy and 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.

Prerequisites & Subject Offerings

Subjects	Category	Prerequisite	Guidelines	Fee
Ancient History	General	B in 10ENG		Nil if participating in SRS
Biology	General	B in 10IBP or 10IPC B in 10ENG	Biology should be studied with General English	
Chemistry	General	B in 10IPC B in 10ENG B in 10MAT	Chemistry should be studied with General English and Math Methods	
Dance	General	B in 10ENG		
Drama	General	B in 10ENG		
General English	General	B in 10ENG		
Food and Nutrition	General	B in 10ENG		
Geography	General	B in 10ENG		
Health	General	B in 10ENG		
Legal Studies	General	B in 10HIS		
General Mathematics	General	B in 10MAT	General Maths cannot be studied with Specialist Mathematics	
Mathematical Methods	General	B in 10ENG B in 10MAT		
Specialist Mathematics	General	B in 10ENG B in 10MAT	Specialist Maths must be studied with Math Methods & General English	
Music	General	B in 10ENG		
Physical Education	General	B in 10ENG		
Physics	General	B in 10IPC B in 10ENG B in 10MAT	Physics should be studied with General English and Math Methods	
Psychology	General	B in 10IBP or 10IPC B in 10ENG		
Certificate II Access Technology for Deaf & Hard of Hearing students	VET	Nil		
Certificate III Business	VET	C in 10ENG		
Certificate II Construction Pathways	VET	Nil		
Certificate II Engineering	VET	Nil	Cert II Engineering cannot be studied with Engineering Skills	
Certificate III Fitness	VET	Nil		TBC

CABOOLTURE STATE HIGH SCHOOL

Subjects	Category	Prerequisite	Guidelines	*Fee*
Certificate II Health Support Services	VET	Nil		TBC
Certificate III Health Services Assistance	VET	Nil	Certificate II in Health Services Assistance leads into the Cert III in Health Services Assistance	TBC
Certificate III Information Technology	VET	Nil	Certificate II Applied Digital Technology can be chosen in Year 10	TBC
Certificate III Music	VET	Audition		TBC
Agricultural Practices	Applied	Nil	Agricultural Practices cannot be studied with Cert II Rural Operations	Nil if participating in SRS
Business Studies	Applied	Nil	Business Studies cannot be studied with Cert II Workplace Skills	
Dance in Practice	Applied	Nil		
Drama in Practice	Applied	Nil		
Early Childhood Studies	Applied	Nil		
Essential English	Applied	Nil		
Engineering Skills	Applied	Nil	Engineering Skills cannot be studied with Cert II Engineering	
Furnishing Skills	Applied	Nil		
Hospitality Practices	Applied	Nil		
Industrial Graphic Skills	Applied	Nil		
Industrial Technology Skills	Applied	Nil		
Information and Communication Technology	Applied	Nil	ICT cannot be studied with Cert II Applied Digital Technologies	
Essential Mathematics	Applied	Nil	Essential Mathematics cannot be studied with Specialist Mathematics	
Music in Practice	Applied	Nil		
Science in Practice	Applied	Nil		
Sport and Recreation	Applied	Nil		
Tourism	Applied	Nil		
Visual Arts in Practice	Applied	Nil		
Short Course in Literacy	VET	Nil	Certificate II Functional Literacy	
Short Course in Numeracy	VET	Nil	Certificate II in Skills for Work and Vocational Pathways and Certificate I Workplace Skills	
Certificate II in Applied Digital Technologies	VET	Nil		
QCIA	Applied	Nil	Alternative to QCAA	

English

General

- General English

Applied

- Essential English

Short Course

- Literacy

Health and Physical Education and Early Childhood

General

- Food and Nutrition
- Health
- Physical Education

VET

- Certificate III Fitness
- Certificate III Health Services

Applied

- Early Childhood Studies
- Sport & Recreation

Humanities and Languages

General

- Ancient History
- Geography
- Legal Studies

Applied

- Tourism

Hospitality

Applied

- Hospitality Practices

Industrial Technology and Design

VET

- Certificate II Construction
- Certificate II Engineering Pathways

Applied

- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Science in Practice

Digital Innovations and Business

VET

- Certificate III Business

Applied

- Business Studies
- Information & Communication Technology

Agriculture

Applied

- Agricultural Practices

The Arts

General

- Drama
- Music

VET

- Certificate III Music

Applied

- Dance in Practice
- Drama in Practice
- Music in Practice
- Visual Arts in Practice

G

General Subjects

- Ancient History
- Biology
- Chemistry
- Drama
- General English
- Food and Nutrition
- Geography
- Health
- Legal Studies
- General Mathematics
- Mathematical Methods
- Music
- Physical Education
- Physics
- Psychology
- Specialist Mathematics

Ancient History General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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 – Egyptian Queen • Hatshepsut Personality from the Ancient World - Cleopatra	**Reconstructing the Ancient World** • Fifth Century Athens (BCE) • Macedonian Empire from Phillip II to Alexander III	**People, power and authority** • Civil War and the Breakdown of the Republic

Assessment

Unit 1	Unit 2
• FA2: Independent Source Investigation	• FA3: Investigation Essay Response • FA4: Examination – Extended Response

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

Summative assessments

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

Please note: *Ancient History may run as a Year 11/Year 12 alternate sequence class*

Biology General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Examination with data type questions • Student Experiment Report	• Research Assignment

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

Summative assessments

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

Chemistry General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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.

Unit 1	Unit 2
• Data Test • Research Investigation	• Student Experiment

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

Summative assessments

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

Please note: *Chemistry may run as a Year 11/Year 12 combined class*

Drama General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Performance • Project	• Project • Examination

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

Please note: *Drama may run as a combined class with Drama in Practice or as a Year 11/Year 12 combined class*

General English General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Analytical Literacy Article	• Gothic Fiction Narrative • Analytical Essay - Exam

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%*

Food and Nutrition General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

Unit 1	Unit 2
• Formative internal assessment/s	• Formative internal assessment/s

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):* • Food & Nutrition solution	*25%*
Summative internal assessment 2 (IA2): • Food & Nutrition solution	*25%*	*Summative external assessment (EA):* • Examination — combination response	*25%*

Geography General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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
Planning sustainable places • Responding to challenges facing a place in Australia • Managing challenges facing a megacity	**Responding to risk and vulnerability in hazard zones** • Natural hazard zones • Ecological hazard zones	**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

Unit 1		Unit 2	
• FA1: Examination – Combination Response • FA2: Field Report		• FA3: Data Report • FA4: Examination – Combination Response	

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%*

Please note: *Geography may run as a Year 11/Year 12 alternate sequence class*

Health General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective)	**Community as a resource for healthy living** • Transport safety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

Unit 1	Unit 2
• *Formative assessment 1:* Investigation – analytical exposition • *Formative assessment 2:* Examination – extended response	• *Formative assessment 3:* Investigation – action research report • *Formative assessment 4:* Examination – extended response

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

Summative assessments

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

Legal Studies General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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
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	**Beyond reasonable doubt** • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

Unit 1	Unit 2
• FA2: Investigation – Inquiry Report	• FA3: Investigation – Analytical Essay • FA4: Examination – Combination Response

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%*

Please note: *Legal Studies may run as a Year 11/Year 12 alternate sequence class*

General Mathematics General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Assignment (PSMT) • Exam	• Assignment (PSMT) • Exam

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	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Assignment (PSMT) • Exam	• Assignment (PSMT) • Exam

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			

Music General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Unit 1	Unit 2
• Performance • Composition	• Project • Exam

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

Please note: *Music may run as a combined class with Music in Practice and/or Certificate III in Music*

Physical Education General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• **Project** – Folio • **Examination** – Combination Response	• **Project** – Folio • **Investigation** – Report

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%*

Physics General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Data Test • Research Investigation	• Student Experiment

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

Summative assessments

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

Please note: *Physics may run as a combined Year 11/Year 12 class*

Psychology General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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

Unit 1	Unit 2
• Research Investigation • Exam	• Student Experiment

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

Summative assessments

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

Specialist Mathematics General senior subject	Potential QCE Points	4
	Contributes to	QCE & ATAR

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.

Structure

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.

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

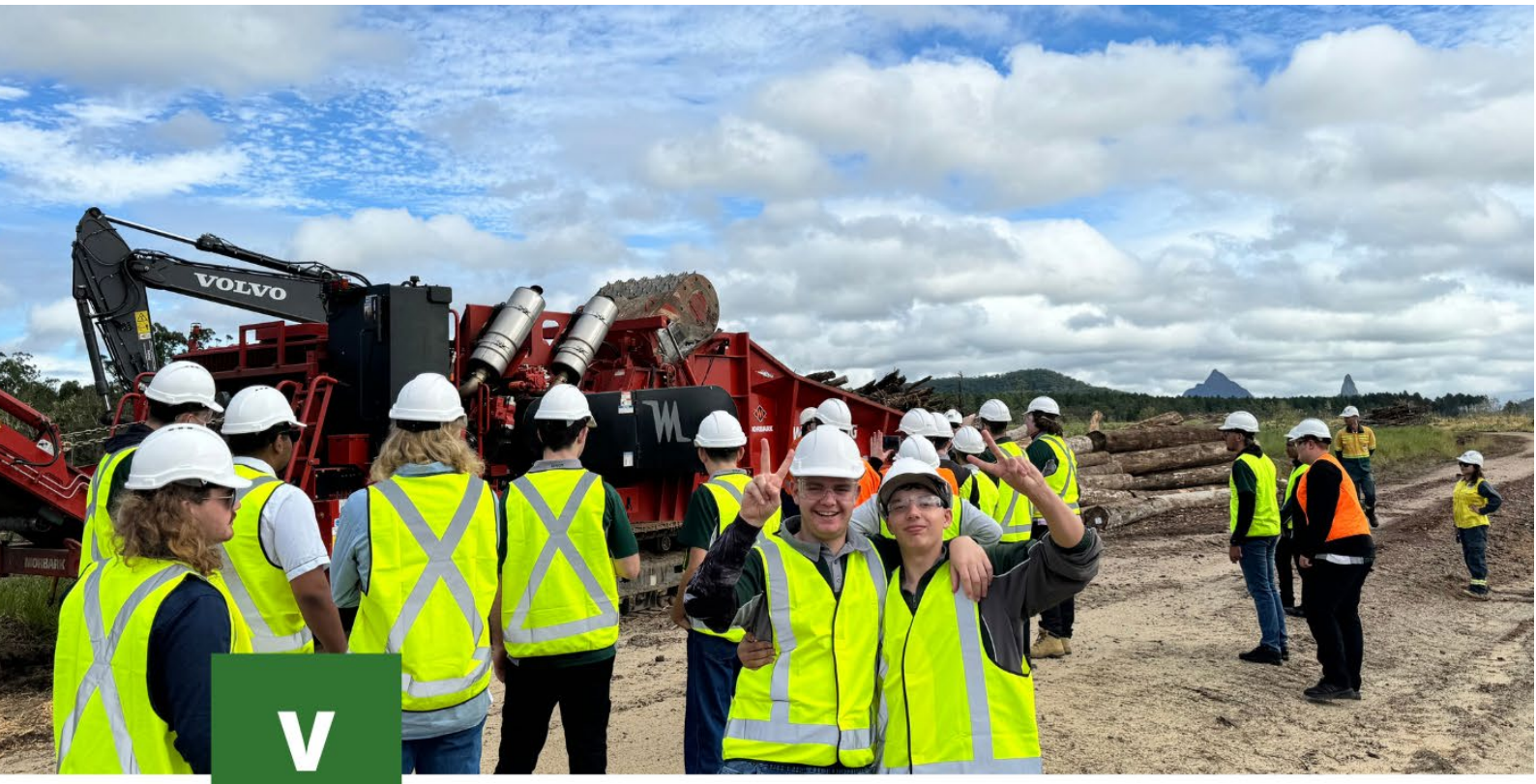
Unit 1	Unit 2
• Assignment (PSMT) • Exam	• Assignment (PSMT) • Exam

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

Summative assessments

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

Please note: *Specialist Mathematics may run as a combined Year 11/Year 12 class*



V

VET Subjects

- Certificate III Business
- Certificate II Construction
- Certificate II Engineering Pathways
- Certificate III Fitness
- Certificate II Health Support Services
- Certificate III Health Services Assistance
- Certificate III Music

Important Information

- All fees must be up to date before students can select subjects with fees for service.
- Students must have a USI to commence and complete Certificate based subjects.
- Only 1 Certificate III subject will contribute to an ATAR, if studied with 4 General subjects.

AQF qualifications

Qualification type refers to the broad discipline-free nomenclature used in the AQF to describe each category of AQF qualification, for example, Senior Secondary Certificate of Education, Certificate III or bachelor's degree.

Each AQF qualification type includes the requirements for AQF qualifications such as:

- the levels criteria
- the qualification type descriptor
- information about the responsibilities of qualification developers, accrediting authorities and issuing organisations.

The key reasons why we have AQF qualifications are to ensure national recognition and consistency as well as common understanding across Australia of what defines each qualification.

Full qualification type specifications can be found in the AQF Second Edition January 2013.

AQF specification for the Senior Secondary Certificate of Education

The purpose of the Senior Secondary Certificate of Education qualification type is to qualify individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life.

Senior Secondary Certificate of Education qualifications are not located at a particular level in the Australian Qualifications Framework. Senior Secondary Certificate of Education qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the Senior Secondary Certificate of Education descriptor.

AQF Level 1 – Certificate I

The purpose of the Certificate I qualification type is to qualify individuals with basic functional knowledge and skills to undertake work, further learning and community involvement. Certificate I qualifications are located at level 1 of the Australian Qualifications Framework.

Certificate I qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 1 criteria and the Certificate I descriptor.

AQF Level 2 – Certificate II

The purpose of the Certificate II qualification type is to qualify individuals to undertake mainly routine work and as a pathway to further learning. Certificate II qualifications are located at level 2 of the Australian Qualifications Framework.

Certificate II qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills Specified in the level 2 criteria and the Certificate II descriptor.

AQF Level 3 – Certificate III

The purpose of the Certificate III qualification type is to qualify individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning. Certificate III qualifications are located at level 3 of the Australian Qualifications Framework.

Certificate III qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 3 criteria and the Certificate III descriptor.

	BSB30120: Certificate III Business	Potential QCE Points	8
		Contributes to	QCE & ATAR Equivalent

BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBTEC301	Design and produce business documents	Elective
BSBTEC303	Design and produce presentations	Elective
BSBWRT311	Write simple documents	Elective
BSBPEF301	Organise personal work practises	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective
BSBOPS305	Process customer complaints	Elective
BSBXCM301	Engage in workplace communication	Elective

ASSESSMENTS

Assessment will be competency-based where students must demonstrate competency in all the stated performance criteria. This may be through demonstrations and observations, practical or written tests, simulations, work-based projects or assignments. Student profiles are maintained to record the competency levels achieved by the students for each of the self-paced units studied.

CAREER PATHWAYS

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team. The work roles include Accounts Clerk, Accounts Payable Clerk, General Clerk, Junior Personal Assistant, Office Assistant, Receptionist, and Word Processer.

TRAINING PROVIDER: CABOOLTURE STATE HIGH SCHOOL | NATIONAL TRAINING PROVIDER NUMBER 7061

	CPC20220: Certificate II Construction	Potential QCE Points	4
		Contributes to	QCE

CPCCOM1012	Work effectively and sustainably in the construction industry	Core
CPCCOM1013	Plan and organise work	Core
CPCCVE1011*	Undertake a basic construction project	Core
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCCOM1015	Carry out measurements and calculations	Core
CPCCWHS1001#	Prepare to work safely in the construction industry	Prescribed Elective
CPCCCM2004*	Handle construction materials	Prescribed Elective
CPCCCM1011	Undertake basic estimation and costing	Prescribed Elective
CPCCCA2002*	Use carpentry tools and equipment	Prescribed Elective
CPCCWF2002*	Use wall and floor tiling tools and equipment	Prescribed Elective

ASSESSMENTS

Learners will be assessed against competencies or clusters of competencies; evidence is gathered through completion of set tasks that include:

- *Correct identification and sequencing of discrete skills in the context of a work-based project*
- *Demonstration of skills, applying appropriate occupational health & safety requirements*
- *Problem solving exercises and knowledge-based assessment*

Trainers and assessors attend the school on a structured basis throughout the school year. Trainers are responsible for all training and assessment via a blended mode of delivery, comprising both on-line and face to face classroom-based training at the school.

CAREER PATHWAYS

The construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Completion of this qualification can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter, carpenter, joiner, roof tiler, steel fixer and landscaper.

SAFETY

Students cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. There is an overarching focus on safety in the workplace and safe use of industry tools that are deemed to be High or Extreme Risk.

TRAINING PROVIDER: TBC

Please note: *Certificate II Construction can be completed with Certificate II Engineering as a package.*

	MEM20422: Certificate II Engineering Pathways	Potential QCE Points	4
		Contributes to	QCE

Unit Code	Unit Topic	Core/Elective
MEM13015	Work safely and effectively in manufacturing and engineering	Core
MEMPE005	Develop a career plan for the engineering & manufacturing industries	Core
MEMPE006	Undertake a basic engineering project	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
MEM11011*	Undertake manual handling	Prescribed Elective
MEM16006*	Organise and communicate information	Prescribed Elective
MEM16008*	Interact with computing technology	Prescribed Elective
MEM18001*	Use hand tools	Prescribed Elective
MEM18002*	Use power tools/handheld operations	Prescribed Elective
MEMPE001	Use engineering workshop machines	Prescribed Elective
MEMPE002	Use electric welding machines	Prescribed Elective
MEMPE007	Pull apart and re-assemble engineering mechanisms	Prescribed Elective

ASSESSMENTS

In assessing learners against competencies or clusters of competencies, evidence is gathered through completion of set tasks that include:

- *Correct identification and sequencing of discrete skills in the context of a work-based project*
- *Demonstration of skills, applying appropriate occupational health and safety requirements associated to the task*
- *Problem solving exercises and knowledge-based assessment*

CAREER PATHWAYS

This qualification provides students with an introduction to an engineering working environment. It is a useful step towards the following career pathways: Boilermaker, Welding, Engineering - Fabrication Trade, Sheetmetal working, Fitting and/or Turning, Machining, Diesel Fitting/Fixed & Mobile Plant Mechanic.

SAFETY

There is an overarching focus on safety in the workplace and safe use of industry tools that are deemed to be High or Extreme Risk. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

TRAINING PROVIDER: TBC

Please note: *Should not be taken with Engineering Skills – Can be completed with Certificate II Construction as a package.*

	SIS30321: Certificate III Fitness	Potential QCE Points	8
		Contributes to	QCE & ATAR Equivalent

Unit Code	Unit Topic	Core/Elective
SISFFIT001	Provide health screening and fitness orientation	Core
SISFFIT002	Recognise and apply exercise considerations for specific populations	Core
SISFFIT003	Instruct fitness programs	Core
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	Core
SISFFIT005	Provide healthy eating information	Core
SISFFIT014	Instruct exercise to older clients	Core
SISXCCS001	Provide quality service	Core
SISXEMR001	Respond to emergency situations	Core
SISXFAC001	Maintain equipment for activities	Core
BSBRSK401	Identify risk and apply risk management processes	Elective
HLTAID003	Provide First Aid	Elective
HLTWHS001	Participate in workplace health and safety	Elective
SISFFIT006	Conduct fitness appraisals	Elective
SISFFIT011	Instruct approved community fitness programs	Elective
SISXIND001	Work effectively in sport, fitness and recreation environments	Elective
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Elective

ASSESSMENT

Students deliver fitness programs within their school community. Skills acquired include:

- *Client screening and health assessment*
- *Planning and instructing fitness programs*
- *Deliver 1-on-1 and group fitness programs*
- *Exercise science and nutrition*
- *Anatomy and Physiology*
- *Strength and conditioning for athletes and teams*

CAREER PATHWAYS

First Aid qualification and CPR certificate

Course completion contributes to achieving an ATAR score and tertiary entrance to study course cush as Exercise Physiology, Education and Sport Science.

TRAINING PROVIDER: TBC

	HLT23221: Certificate II Health Support Services	Potential QCE Points	4
		Contributes to	QCE

CHCCOM005	Communicate and work in health or community services	Core
CHCDIV001	Work with diverse people	Core
HLTINF006	Apply basic principles and practices of infection prevention and control	Core
HLTWHS001	Participate in Workplace Health & Safety	Core
BSBOPS203	Deliver a service to customers	Elective
BSBTEC201	Process and maintain workplace information	Elective
CHCCOM001	Provide first point of contact	Elective
CHCCCS012	Prepare and maintain beds	Elective
CHCCCS020	Respond effectively to behaviours of concern	Elective
CHCCCS010	Maintain a high standard of service	Elective
BSBPEF202	Plan and apply time management	Elective
		Elective

ASSESSMENTS

Practical and Theoretical

CAREER PATHWAYS

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision i.e., Orderly, Ward Assistant, Patient support assistant, Ward Clerk, Operating Theatre Technician, Nurse's Aide.

TRAINING PROVIDER: | NATIONAL TRAINING PROVIDER NUMBER TBC

	HLT33115: Certificate III Health Services Assistance	Potential QCE Points	8
		Contributes to	QCE & ATAR Equivalent

HLTAAP001	Recognise healthy body systems	Core
BSBWOR301	Organise personal work priorities and development	Core
BSBMED301	Interpret and apply medical terminology appropriately	Core
CHCCCS002	Assist with movement	Elective
CHCCCS026	Transport individuals	Elective
CHCCCS009	Facilitate responsible behaviour	Elective
HLTAID001	Provide CPR	Elective
HLTAID011	Provide First Aid*	Elective
HLTHSS003	Perform general cleaning tasks in a clinical setting	Elective
CHCPRP005	Engage with Health Professionals and the Health System	Elective

ASSESSMENTS

Practical and Theoretical

CAREER PATHWAYS

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision i.e., Orderly, Ward Assistant, Patient support assistant, Ward Clerk, Operating Theatre Technician, Nurse's Aide.

TRAINING PROVIDER: | NATIONAL TRAINING PROVIDER NUMBER TBC

	CUA30920: Certificate III Music	Potential QCE Points	7
		Contributes to	QCE & ATAR Equivalent

CUACMP311	Implement copyright arrangements	Core
CUAIND313	Work effectively in the music industry	Core
CUAIND314	Plan a career in the creative arts industry	Core
CUAMPF213	Perform simple repertoire in ensembles	Elective
CUAMPF311	Develop technical skills for musical performances	Elective
CUAMPF312	Prepare for musical performances	Elective
CUAMPF412	Develop and apply stagecraft skills	Elective
CUAMCP311	Create simple musical compositions	Elective
CUASOU211	Develop basic audio skills and knowledge	Elective
CUAMCP312	Write song lyrics	Elective

ASSESSMENTS

Practical and Theoretical assessments within each unit of competency.

CAREER PATHWAYS

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment, customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production.

The job roles that relate to this qualification may include musician, road crew, assistant sound technician and assistant music manager.

TRAINING PROVIDER: COSAMP | NATIONAL TRAINING PROVIDER NUMBER 41549

A

Applied Subjects

- Agricultural Practices
- Business Studies
- Dance in Practice
- Drama in Practice
- Early Childhood Studies
- Engineering Skills
- Essential English
- Furnishing Skills
- Hospitality Practices
- Industrial Graphic Skills
- Industrial Technology Skills
- Information & Communication Technology
- Music in Practice
- Science in Practice
- Sport & Recreation
- Tourism
- Visual Arts in Practice

Agricultural Practices Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit 1	Animal Agribusiness – Apiary Husbandry and Harvest
Unit 2	Land-based Plant Production – Market Vegetables and Cut Flower Production
Unit 3	Land-based Animal Production – Cattle Selection, Judging & Handling Skills
Unit 4	Water-based Animal Production – Aquaculture Production

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	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

Please note: *Certificate II Rural Operations should not be taken at the same time as it results in a duplication of learning and impacts QCE points.*

Business Studies Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Business Studies is a four-unit course of study. 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 1	Working with customers
Unit 2	Working in marketing
Unit 3	Working in events
Unit 4	Entrepreneurship

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	*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
Project	Students develop a business solution for a scenario about the unit context.	Action plan 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

Dance in Practice Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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 1	Celebration – Dance the night away/Celebrate the good times
Unit 2	Health – Mentality/Dance heals
Unit 3	Industry – My time to shine/I hope I get it
Unit 4	Technology – Madness/Enough is enough

Assessment

Students complete two assessment tasks for each unit which 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

Please note: *Dance in Practice may be combined with the Year 12 class*

Drama in Practice Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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

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

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

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

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

Pathways

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

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

Objectives

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

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

Structure

Drama in Practice is a four-unit course of study. 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 1	Collaboration
Unit 2	Community
Unit 3	Commentary
Unit 4	Contemporary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: 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
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: 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 an excerpt of a published script or a devised scene connected to the directorial or devising project.	Performance Performance (live or recorded): up to 4 minutes

Please note: *Drama in Practice may be combined with the General Drama class.*

Early Childhood Studies Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

Early Childhood 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 1	Play and creativity
Unit 2	Children's development
Unit 3	Children's wellbeing
Unit 4	Children's Development: The early education and care sector

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	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 investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Engineering Skills Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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 1	Sheet metal working
Unit 2	Welding and fabrication
Unit 3	Fitting and machining
Unit 4	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

Please note: *Engineering Skills may not be taken with the Certificate II in Engineering.*

Essential English Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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

Unit 1	Unit 2
• Assignment (PSMT) • Exam	• Assignment (PSMT) • Exam

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

Essential Mathematics Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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

Unit 1	Unit 2
• Assignment (PSMT) • Exam	• Assignment (PSMT) • Exam

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

Furnishing Skills Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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 1	Cabinetmaking
Unit 2	Furniture Making
Unit 3	Production in the domestic furniture industry
Unit 4	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 • Unit 1: Cabinet Drawer – Bedside Cabinet & Production Journal • Unit 2 Turning Table Legs – Hallway Table with designed Pediment & Production Journal • Unit 3: Trinket Box – Manufacturing Chair & Production Journal • Unit 4: Impossible Table-Bespoke Breakfast Stool & Production Journal
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	Potential QCE Points	4
	Contributes to	QCE

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 1	Culinary trends – On Trend
Unit 2	Bar and barista basics – Espresso Yourself
Unit 3	Casual dining – Lettuce Celebrate
Unit 4	Formal dining - SpecTACOlar

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	Potential QCE Points	4
	Contributes to	QCE

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 1	Drafting for residential building
Unit 2	Computer-aided manufacturing drafting
Unit 3	Computer-aided drafting — modelling
Unit 4	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

Industrial Technology Skills Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector 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 of the core learning 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 a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, 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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

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

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Unit option	Unit title
Unit 1	Computer-aided manufacturing drafting
Unit 2	Welding and fabrication
Unit 3	Production in the commercial furniture industry
Unit 4	Construction in the domestic building industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Technology 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
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
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
Practical demonstration	Students perform a practical demonstration when constructing a domestic building structure 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 construct a domestic building structure and document the construction process.	**Domestic Building Structure** • Structure: 1 domestic building structure constructed using the skills and procedures in 5–7 production processes **Construction process** • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Information & Communication Technology Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding 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 and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

Information & Communication Technology is a four-unit course of study. 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 1	Layout and publishing
Unit 2	Web development
Unit 3	Digital imaging and modelling
Unit 4	Robotics

Assessment

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

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

Please note: *Information and Communication Technology cannot be taken with Certificate II in Applied Technology or Certificate III in Digital Technology.*

Music in Practice Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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 1	Music of today
Unit 2	Building your brand
Unit 3	The cutting edge
Unit 4	'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

Please note: *Music in Practice may be combined with General Music and/or Certificate III in Music.*

Science in Practice Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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 1	Forensic science
Unit 2	Consumer science
Unit 3	Ecology
Unit 4	Disease

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	**One of the following:** • 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

Sport & Recreation Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Sport & Recreation is a four-unit course of study. 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 1	Aquatic recreation
Unit 2	Coaching and officiating
Unit 3	Event management
Unit 4	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

Tourism Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

Pathways

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

Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit 1	Tourism and travel
Unit 2	Tourism marketing
Unit 3	Tourism trends and patterns
Unit 4	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and 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 • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** 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 **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Visual Arts in Practice Applied senior subject	Potential QCE Points	4
	Contributes to	QCE

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' artmaking. 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 1	Looking inwards (aspects of self)
Unit 2	Looking outwards Vehicular Automata (others)
Unit 3	Clients: Design Proposal

Unit 4	Transform & extend: Artists-Inspired Folio & Artwork

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

S

Short Courses & Additional Subjects

Literacy
Numeracy
Certificate II in Applied Digital Technologies
QCIA

Important Information

- Short courses and additional subjects may be provided to students on a needs basis, and as determined by the school.

Literacy Short Course	Potential QCE Points	1
	Contributes to	QCE

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	**One assessment consisting of two parts:** • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Numeracy Short Course	Potential QCE Points	1
	Contributes to	QCE

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

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

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

Certificate II in Applied Digital Technologies	Potential QCE Points	4
	Contributes to	QCE

Aim

A Certificate II in Applied Digital Technologies is a basic qualification that introduces people to essential skills in various applied technology areas. It covers basic technical skills, safety practices, and industry-specific knowledge. The program focuses on hands-on training and developing problem-solving and communication skills, preparing individuals for entry-level positions or further studies in applied technology fields.

RTO Delivery by Caboolture State High School – RTO #7061

BSBXCS303	Securely manage personally identifiable information & workplace information	Core
BSBXTW301	Work in a team	Core
BSBCRT301	Develop and extend critical and creative thinking skills	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTSAS305	Provide ICT advice to clients	Core
ICTICT213	Use computer operating systems and hardware	Elective
ICTICT214	Operate application software packages	Elective
ICTSAS311	Maintain computer hardware (new version of ICTSAS303)	Elective
ICTSAS308	Run standard diagnostic tests	Elective
ICTWEB306	Develop web presence using social media	Elective
BSBXCS301	Protect own personal online profile from cyber security threats	Elective

CAREER PATHWAYS

This qualification will give employers a degree of confidence in an individual's abilities in the workplace. It could lead to employment in basic personal computer (PC) support, basic network/system administration, first level help desk roles, ICT retailing or vendor product support. Possible job titles include help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, and technical support.

QCIA

AIM

Caboolture State High School offers the Queensland Certificate of Individual Achievement (QCIA) for students with previous individual learning. The QCIA Certificate is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individual learning program. Students work towards individualised goals across five key curriculum organisers.

Students will complete literacy and numeracy components along with “elective subjects” in which they access practical components and modified coursework. There is a strong focus on preparation for life after school.

All coursework is recorded with the Queensland Curriculum and Assessment Authority (QCAA) and students receive a Statement of Achievement and Participation from the QCAA listing their highest achieved goals.

COMMUNICATION AND TECHNOLOGIES

Students gain knowledge, understanding and skills in literacy, digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing.

Students learn to use language to communicate with others through speaking, writing and creating. Technologies involve the student learning to confidently operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. Students learn technical and social protocols for the appropriate use of digital technologies and platforms when interacting with others.

COMMUNITY, CITIZENSHIP AND THE ENVIRONMENT

Students develop knowledge, understanding and skills about their local communities, citizenship and the environment. Students learn about being an active citizen within our community including volunteering and how they can participate in and contribute to their local and wider communities.

Students also spend time learning about the changes in their lifetimes in our environment, including local structures, the day-to-day, tide by tide changes in our coastlines, transport changes and housing, as well as the natural environment and our impact over time and across locations.

Students will explore the world around them and investigate the natural and constructed features of places and different environments and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships.

LEISURE AND RECREATION

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to identify, experience and participate in their own preferred leisure and recreation activities. Students learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.

PERSONAL AND LIVING DIMENSIONS
Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others' identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways they can keep safe in the environment. Students will learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as humans age. Students will develop their ability to use numeracy skills in everyday situations.
VOCATIONAL AND TRANSITION ACTIVITIES
Students develop knowledge, understanding and skills by identifying and investigating their post- school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.
POSSIBLE POST-SCHOOL OPTIONS FOR QCIA STUDENTS
Students may cycle through multiple career shifts, requiring multiple skill changes. Post-school options might include: • employment, e.g. full-time employment at a large supermarket • supported employment, e.g. registering with a disability employment service that provides work supports • apprenticeship/traineeship, e.g. signing a contract to be an apprentice baker • post-school program, e.g. accessing a post-school service provider for support and individual programming • volunteer, e.g. working in a community garden once a week • continued learning, e.g. enrolling in TAFE • community participation e.g. becoming a member of a local youth group.

MORETON BAY NORTH TRAINING ALLIANCE

2026 COURSE LIST

VET Certificate Courses held at:

Caboolture State High School Trade Training Centre
Lee Street, Caboolture QLD 4510

Burpengary State Secondary College
196 Pitt Road, Burpengary QLD 4505

Morayfield State High School
Visentin Road, Morayfield QLD 4506

Tullawong State High School
Del Ross Road, Caboolture QLD 4510

Contact:

Moreton Bay North Training Alliance (MBNTA)

Phone: **(07) 5498 0188**

Email: rscul11@eq.edu.au

2026 Course List

Moreton Bay North Training Alliance (MBNTA) is offering the following courses to Years 11 & 12 students to study on campus at Caboolture State High School Trade Training Centre, Burpengary State Secondary College, Morayfield State High School and Tullawong State High School premises during 2026.

Career - Ready VET in Schools funded Qualifications for 2026

Enrolment in the vocational qualifications and accredited courses below will be subject to final publication of the 2026 Career Ready VETiS Funded Qualifications list and any delivery restrictions determined by the Department of Trade, Employment and Training.

Moreton Bay North Training Alliance (MBNTA) will then finalise its delivery partnerships with Skills Assure Suppliers before confirming enrolments for 2026.

Course commencement is also subject to enrolment numbers. Please note that proposed training days below are subject to change.

AUTOMOTIVE **AUR20720 Certificate II in Automotive Vocational Preparation**	
Delivery	1 day per week | 4 Terms | Term 1 – Term 4 2026
Suitability	Years 11 & 12
Training Days	*MONDAY* (*Subject to enrolments)*
Training Premises	**Caboolture State High School Trade Training** Centre, Lee Street, Caboolture QLD 4510
QCE credits	Up to 4 QCE credits available upon completion
Work Placement	80 hours
Uniform	Black Long Pants & Black Polo Shirt, Steel Capped Boots, MTAI PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents.

PATHWAYS

Certificate II in Automotive Vocational Preparation prepares students for entry level roles or apprenticeships in the Automotive industry performing tasks relating to identifying and inspecting mechanical and electrical components/systems of light vehicles, heavy vehicles, outdoor power equipment and minor maintenance and repairs of vehicle bodies.

HEALTH **HLT23221 Certificate II in Health Support Services**	
Delivery	1 day per week | 4 Terms | Term 1 – Term 4 2026
Suitability	Years 11 & 12
Training Days	*FRIDAY - CSHS TTC HEALTH HUB* *TUESDAY - MSHS HEALTH HUB* 7:45am to 11:10am (*Subject to change)*
Training Premises	**Caboolture State High School Trade Training** Centre, Lee Street, Caboolture QLD 4510 And **Morayfield State High School Health Hub** Visentin Road, Morayfield QLD 4510
Work Placement	80 hours
QCE credits	Up to 4 QCE credits upon completion
Uniform	Scrub Uniform Top and Long pants to be purchased by parents.

PATHWAYS

Certificate II in Health Support Services provides the foundational knowledge for students to use as a basis for further study, education, and employment in the fields of nursing, medical administration, ward/hospital orderly, pathology courier, support services worker, assistant in nursing (AIN), patient service attendant, and operating theatre technician.

RURAL OPERATIONS

AHC21216 Certificate II in Rural Operations

Delivery	1 day per week | 7 Terms | Term 1 2026 – Term 3 2027
Suitability	Years 11 & 12
Training Day	*TUESDAY* (*Subject to change)*
Training Premises	**Caboolture State High School TTC and Farm** **University of Queensland Gatton Campus**
QCE credits	Up to QCE 4 credits available upon completion
Cost	$250.00 approx. Camp/Meals/Accommodation/Buses
Uniform	Jeans/Long sleeve shirt, work socks, steel-capped boots, broad-brim hat, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents.

PATHWAYS

Certificate II in Rural Operations provides an occupational outcome for industries and agencies in rural and regional Australia. Students gain skills and knowledge to understand industry work health and safety requirements, understanding and perform livestock health and care and perform livestock handling.

ELECTROTECHNOLOGY

UEE22020 Certificate II in Electrotechnology (Career Start)

Delivery	1 day per week | 4 Terms | Term 1 – Term 4 2026
Suitability	Years 11 & 12
Training Days	*WEDNESDAY & THURSDAY* (*Subject to enrolments)*
Training Premises	**Morayfield State High School Trade Training Centre** Visentin Road, Morayfield QLD 4506
Work Placement	80 hours
QCE credits	Up to 4 QCE credits available upon completion
Uniform	Polo shirt, navy work shorts, navy work socks, steel-capped boots, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents

PATHWAYS

Certificate II in Electrotechnology (Career Start) provides a foundation for further education and employment in the fields of electrical and electronics, engineering, renewable energy, refrigeration and air-conditioning, and computer-aided design operations.

PLUMBING

1105NAT Certificate II in Plumbing Services

Delivery	1 day per week | 4 Terms | Term 1 - 4 2026
Suitability	Years 11 & 12
Training Days	*TUESDAY | WEDNESDAY | THURSDAY* (*Subject to enrolments)*
Training Premises	**Morayfield State High School Trade Training Centre** 70 Visentin Rd, Morayfield QLD 4506
Work Placement	80 hours
QCE credits	Up to 4 QCE credits available upon completion
Uniform	Polo shirt, navy work shorts, navy work socks, steel-capped boots, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents

PATHWAYS

Certificate II in Plumbing Services provides students with exposure to the industry, including but not limited to: effective work practices, technical fabrication and joinery skills, levelling, restricted height and scaffolding techniques, safe use of hand and power tools, ready for further training and employment.

SALON/HAIRDRESSING

SHB20216 Certificate II in Salon Assistant

Delivery	1 day per week | 4 Terms | Term 1 - 4 2026
Suitability	Years 11 & 12
Training Days	*WEDNESDAY/FRIDAY* (*Subject to enrolments)*
Training Premises	**Morayfield State High School** 70 Visentin Rd, Morayfield QLD 4506
Work Placement	80 hours
QCE credits	Up to 4 QCE credits available upon completion
Cost	$300 approx. for MBNTA Alliance Schools
Uniform	Black tunic top, black long pants to be purchased by parents.

PATHWAYS

- Certificate II in Salon Assistant is a preparatory course, developing student capabilities in client services and skills in basic repetitive tasks, that will best prepare them for further training in multiple hair dressing and beauty services traineeships and employment in hair and beauty industries.

TIMBER – Nursery Production

FWP20122 Certificate II in Forest Operations

Delivery	1 day per week | 4 Terms | Term 1 - 4 2026
Suitability	Years 11 & 12
Training Days	*FRIDAY (Subject to enrolments)*
Training Premises	**Tullawong State High School** 22-70 Del Rosso Rd, Caboolture QLD 4510
Work Placement	80 hours
QCE credits	Up to 4 QCE credits available upon completion
Uniform	Polo shirt, navy work shorts, navy work socks, steel-capped boots, navy broad-brim hat, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents

PATHWAYS

Get started in the Australian Forestry industry with the FWP20122 Certificate II in Forest Operations. This nationally recognised certificate is an excellent introduction to timber and forestry work and qualifies you for forest nursery assistant and forest hand positions.

AUTONOMOUS TECHNOLOGIES

10935NAT Certificate II in Autonomous Technologies

Delivery	1 day per week | 4 Terms | Term 1 - 4 2026
Suitability	Years 11 & 12
Training Days	*FRIDAY (Subject to enrolments)*
Training Premises	**Burpengary State Secondary College** 196 Pitt Road, Burpengary QLD 4505
QCE credits	10935NAT qualification Up to 4 QCE credits available upon completion
Uniform	Polo shirt, long black pants and closed in shoes to be purchased by parents.

PATHWAYS

10935NAT Certificate II in Autonomous Technologies introduces participants to the skills required for the emerging field of autonomous technologies. This qualification covers foundational knowledge in software, hardware, and supporting systems, emphasising innovative thinking and problem solving skills. Students will gain expertise in information communication technologies such as networking, programming, and the Internet of Things (IoT), as well as autonomy and robotics, including electrical control circuits, fluid power, and Programmable Logic Controllers (PLC). The course also provides essential training in safety, technical communication, and industry requirements, preparing students for diverse career opportunities. With hand-on experience and a focus on lifelong learning, this program offers pathways to further education in technical, engineering, trade, and ICT fields, aligning with the demands of the rapidly evolving autonomous technologies sector.

Fee-for-Service Qualifications for 2026

HEALTH **HLT33115 Certificate III in Health Services Assistance**	
Delivery	1 day per week | 4 Terms | Term 1 – Term 3 2027
Prerequisites	**Students must have already completed Certificate II in Health Support Services**
Suitability	Years 11 & 12
Training Days	FRIDAY - CSHS TTC TUESDAY - MSHS HEALTH HUB 7:45am to 11:10am (*Subject to change)*
Training Premises	**Caboolture State High School Trade Training Centre**, Lee Street, Caboolture QLD 4510 And **Morayfield State High School Health Hub** Visentin Road, Morayfield QLD 4510
QCE credits	Up to 2 additional QCE credits upon completion
Cost	$550 for continuing students (subject to change) and Scrub Uniform Top and Long Pants to be purchased by parents.

PATHWAYS

Certificate III in Health Services Assistance provides you with the skills required to work at an entry level position within a variety of health services assistance roles in the fields listed above in Cert II. During this qualification, you will increase your skills in the area of infection prevention, healthy body systems, working with the elderly and transporting clients, as well as First Aid and WH&S.

JUSTICE STUDIES **1971NAT Certificate IV in Justice Studies**	
Delivery	Online | QLearn Platform | 2 years | 2026-2027
Prerequisites	Students in Year 11 with 'sound' Year 10 English Achievement or above
Suitability	Year 11
Training Days	As negotiated with MLP School or with MSHS (online tutorial sessions available upon request)
Training Premises	**Morayfield State High School** 70 Visentin Rd, Morayfield QLD 4506
QCE credits	Up to 8 QCE credits available upon completion
Cost	$100.00 approx. for MBNTA Alliance Schools

PATHWAYS

Certificate IV in Justice Studies provides specialist skills and knowledge required to interpret and apply legislation in the justice system; work effectively in the crime and justice sector within legal and regulatory frameworks; apply principals of law enforcement and natural justice. This qualification offers direct pathways into law enforcement or further tertiary studies at a range of Australian Universities.

Expressions of Interest

All interested students are required to complete the attached Expression of Interest form and return to their VET Coordinator, Head of Department or Senior Schooling team, as soon as possible.

Please note:

Course availability is subject to details and restrictions of the DTET Career Ready Program and published funded qualification list.

Places are limited in each course and course commencement and training days are subject to enrolment numbers.

Enquiries

For further course enquiries or details, please contact MBNTA on (07) 5498 0188 (Mon-Fri) **or** email us on rscul11@eq.edu.au

Moreton Bay North Training Alliance (MBNTA)
Semester 1, 2026 Expression of Interest

Select your preferred course and training day (circle/highlight). Select a 2nd option if desired (number 1 & 2)		**Proposed Training Day** *(subject to change)*
☐	**AUTOMOTIVE** AUR20720 Certificate II in Automotive Vocational Preparation	MONDAY (Caboolture SHS TTC)
☐	**HEALTH** HLT23221 Certificate II in Health Support Services	FRIDAY (Caboolture SHS TTC) (MORAYFIELD Health Hub)
☐	**HEALTH** HLT33115 – Certificate III in Health Services Assistance *Student must have completed Cert II in Health Support Services	FRIDAY (Caboolture TTC) TUESDAYS (MORAYFIELD Health Hub)
☐	**RURAL OPERATIONS** AHC21216 Certificate II in Rural Operations	TUESDAY (CABOOLTURE SHS TTC)
☐	**ELECTROTECHNOLOGY** UEE22020 Certificate II in Electrotechnology (Career Start)	WEDNESDAY/THURSDAY (MORAYFIELD SHS TTC)
☐	**JUSTICE STUDIES** 10971NAT Certificate IV in Justice Studies	ONLINE/QLEARN PLATFORM (MORAYFIELD SHS)
☐	**PLUMBING** 11054NAT Certificate II in Plumbing Services	TUESDAY/WEDNESDAY/ THURSDAY (MORAYFIELD SHS TTC)
☐	**SALON/HAIRDRESSING** SHB20216 Certificate II in Salon Assistant	WEDNESDAY/FRIDAY (MORAYFIELD SHS)
☐	**TIMBER – NURSERY PRODUCTION** FWP20122 Certificate II in Forest Operations	FRIDAY (TULLAWONG SHS)
☐	**AUTONOMOUS TECHNOLOGIES** 10935NAT Certificate II in Autonomous Technologies	TBC (BURPENGARY STATE SECONDARY COLLEGE)

Please note: Course commencement and days subject to enrolment numbers. Attendance during EQ school terms. Return completed form to your Senior Schooling Office.
Course availability is subject to details and restrictions of the DTET Career Ready Program and published funded qualification List.

Student Details

First Name:_____ Surname Name: _____

Residential Address: _____

Current School: _____ Year Level 2026: _____ Current Age:_____

Date of Birth: _____ Mobile: _____ LUI No: _____

Email: _____ USI No: _____

You **MUST have a USI number** to proceed with your enrolment. If you do not have one yet, get a USI here: *https://www.usi.gov.au/students/get-a-usi*

Student has already completed a VETiS funded course and been awarded the qualification: Yes ☐ No ☐

Aboriginal and/or Torres Strait Islander: Yes ☐ No ☐ Non-English Speaking Background: Yes ☐ No ☐

Medical: Yes ☐ No ☐ (if Yes, list details/medication) _____

Disability: Yes ☐ No ☐ (if Yes, an additional form will be sent for completion for further information)

Parent/Guardian Details

(A) Parent/Guardian Name & (Relationship to student): _____

Home/Mobile No.: _____ Email: _____

(B) Parent/Guardian Name & (Relationship to student): _____

Home/Mobile No.: _____ Email: _____

Parent/Guardian Approval

(A) Parent/Guardian Name: _____

Signature:_____

Date:_____

(B) Parent/Guardian Name: _____

Signature:_____

Date:_____

School Approval – School Coordinator

Position of School Approval: _____

Name of School Approver: _____

Signature:_____

Date: _____

Students undertaking courses at the Trade Training Centre gain skills using a range of tools and equipment whilst undertaking learning tasks. Some equipment has inherent high risk levels such as the Metal Bandsaw, Cold Saw, Drill Press, Mill Drill, Metal Lathe, Milling Machine, MIG Welder, Electric Arc Welder, Oxy Acetylene Welding, Plasma Cutter, Angle Grinder, Circular Saw, Metal Cut-Off Saw, Jigsaw and Automotive Hoist. Parents are advised that the Department of Education does not have Personal Accident Insurance coverage for students. Education Queensland has public liability coverage for all approved school activities and proved compensation for students only when the Department is negligent. If this is not the case, then all costs associated with injury are the responsibility of the parent/caregiver. It is a personal decision for parents as to the type and level of private insurance cover for their student (if desired). Courses are funded by the Department of Trade, Employment & Training. Students are eligible to complete one VETiS funded course. For more information speak with the VET Coordinator at y our school.

CABOOLTURE STATE HIGH SCHOOL
caboolturesshs.eq.edu.au