





Subject Guide

Year 11&12

YSHS
TOGETHER WE SUCCEED

YEPPOON STATE HIGH SCHOOL

Together we succeed

Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

Some courses identified in this handbook will attract a fee which are outlined in the Student Resource Scheme.

Students may be asked to pay these fees direct to the external provider or to the school who will pay the external provider on behalf of the students enrolled.

Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.

Some courses will only proceed if sufficient numbers of students enrol at the time of SET Plan and Subject Selection process.

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Introduction

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

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied Subjects and Senior External Examinations. Further detail about any subject and the syllabuses can be found on the QCAA portal.

QCAA senior syllabuses

Yeppoon State High School applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. ***Note that students need to demonstrate at least a C standard in English to undertake any General subject in Year 11.*** **Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.** *If you have any concerns or have reason to request YSHS waive the prerequisite, you will need to make an appointment with the Head of Department for that subject.*

	Course code	Recommended prior learning
MATHEMATICS		
General General Mathematics	MAG	C in Year 10 Mathematics
Mathematical Methods	MAM	B in Year 10 Mathematics
Specialist Mathematics	MAS	B in Year 10 Mathematics
Applied Essential Mathematics	MAE	C in Year 10 Mathematics or Short Course in Numeracy
ENGLISH		
General English	ENG	C in Year 10 English
Applied Essential English	ENE	C in Year 10 English
General Literature	ENL	C in Year 10 English
HUMANITIES		
General Ancient History	AHS	C in Year 10 English and History
Business	BUS	C in Year 10 English
Modern History	MHS	C in Year 10 English and History
Applied Social & Community Studies	SCS	
Business Studies	BSQ	

	Course code	Recommended prior learning
LANGUAGES		
General Japanese	JAP	C in Year 10 English and Japanese
SCIENCE		
General Biology	BIO	B in Year 10 Science and English
Chemistry	CHM	B in Year 10 Science and Mathematics
Marine Science	MRN	B in Year 10 Science and English
Physics	PHY	B in Year 10 Science and Mathematics
Applied Agricultural Practices	AGP	
Aquatic Practices	AQP	
THE ARTS		
General Drama	DRA	C in Year 10 English
Music	MUS	C in Year 10 English and Music
Visual Art	ART	C in Year 10 English
Applied Arts in Practice	ART	C in Year 10 English
Instrumental Music - Recognised Study	MUS	C in Year 10 English and Music
Media Arts in Practice	MAP	
Visual Arts in Practice	VAP	

	Course code	Recommended prior learning
HEALTH AND PHYSICAL EDUCATION		
General Physical Education	PED	B in Year 10 English
Applied Sport & Recreation	REC	C in Year 10 English
Certificate Certificate III Fitness	FIT	C in Year 10 English
Certificate III in Sport and Recreation and Certificate II in Sport and Recreation (Dual Qualification)	SAR	C in Year 10 English
Certificate III in Health Services Assistance	HSA	C in Year 10 English
TECHNOLOGIES		
Applied Engineering Skills	ESK	
Furnishing Skills	FUR	
Hospitality Practices	HPJ	
Certificate		
Certificate ll in Aircraft Line Maintenance	OFFSITE	
Certificate lll in Aviation (Remote Pilot) and Certificate ll Autonomous Technology	OFFSITE	
Certificate ll in Automotive	OFFSITE	
Certificate lll in Hospitality	OFFSITE	
Certificate ll in Engineering Pathways	CEP	

Introduction

Yeppoon State High School is committed to providing a breadth of opportunities and programs for Senior school students. The school will challenge students at all levels, support them in setting and attaining realistic personal academic goals, and remain committed to excellence at all times.

The staff will support all students throughout their senior years at the school. They will also share the responsibility with parents and students for assisting each student in attaining his/her educational goals.

Senior students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the year group and achieve their very best.

1. The school will provide a range of high quality academic and vocational studies options.

2. The school staff will assist with personal monitoring and goal setting for all students in its support of the students' academic and vocational pursuits.

3. Students will be expected to approach their studies in a diligent manner, access available support services if needed, be accountable for their actions and responsible for their learning.

4. Parents will be expected to support their children and work collaboratively with the school.

5. Each Year 10 student will participate in a senior education and training planning process beginning with the submission of an individual Student Education and Training (SET) Plan. The plan will be endorsed by his/her parents but will become operational for the student once approved by the school.

6. There are pre-requisites for Senior subjects. These will be:
   a) published in the school newsletter in a timely manner for the information of students and parents;
   b) applied in such a way that they do not unreasonably limit realistic future options for a student;
   c) applied in a way which takes account of the needs and circumstances of each student.

7. In addition to its ongoing support and advice, the school will implement, in consultation with the student and his/her parents, a targeted support plan for students who achieve less than a 'C' grade (or VET equivalent) in any Senior subject, at the end of a semester. If a student does not achieve the agreed outcomes of the plan, the school may require the student to amend or change subjects or course.

Failure to comply with the requirements of this policy will be considered a breach of the school's code of behaviour. In addition, students whose behaviour amounts to a refusal to participate in the education program may have their enrolment cancelled

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 selection. It includes a list of Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of our school's curriculum offerings.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Students that require further detail about any subject should access the syllabuses from the QCAA portal.

Entering the Senior Phase of Learning is an exciting time, however there is a lot of information for you to take in. If there are any terms or concepts in this handbook that you are unfamiliar with, please ensure you approach any of the Guidance Officers and Senior Schooling staff who will be more than happy to clarify anything.

General information for senior phase learning

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) it was mandated that-
Students must stay at school until they finish year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week young people need to

- stay in education or training for 2 or more years, or
- achieve a Queensland Certificate of Education (QCE), or Queensland Certification of Individual Achievement (QCIA)
- achieve a Certificate 3 vocational qualification or higher, or
- turn 17, whichever comes first.

In addition to these guidelines **all** year 10 students develop a SENIOR EDUCATION AND TRAINING PLAN (Set Plan) that sets outs their intended learning outcomes (ILO) or activities after year ten. This is recorded on their QCAA registration.
Students will also receive a Senior Statement and may be eligible to receive a Queensland Certificate of Education (QCE)

Senior Education Profile

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

At Yeppoon SHS our expectation is that EVERY STUDENT will graduate with a QCE or QCIA

The completion of a SET Plan in year 10 is a perfect platform for this to occur.

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/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

University entrance procedures

Students become eligible for university entrance by selecting subjects that qualify for an ATAR.

Students apply to Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland (and in some cases, northern NSW). Information booklets are distributed through schools and assistance is available from the Guidance Officers at the appropriate time (usually mid -year 12).

Students lodge their QTAC preferences directly on line via the web. This electronic lodgement allows students to change or update their preferences more often and more easily than was previously possible. At the time of lodgement, students will not know their ATAR. However, they are able to change their preferences for a short period after this information becomes available in December of their year 12.

Vocational education and training (VET)

- VET exists to give people better skills and more opportunities.
- No matter what type of skills you need or what job you're interested in, you can get the training you want and deserve.
- VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job.
- VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as a TAFE, or in the workplace.
- VET assists students to develop the personal qualities of independence, initiative and self-determination
- That will benefit them in employment and life.

Students can access VET programs through the school:

- through courses under our scope of registration
- a third-party arrangement with an external provider who is an RTO
- through opportunities for students to undertake school-based apprenticeships or traineeships.

Read more about certificate courses - https://www.qld.gov.au/education/further-ed/vet

School-based apprenticeship or traineeship (SAT)

School-based apprenticeships and traineeships (SATs) allow students at Yeppoon SHS (Typically year 11 and 12 students) to work with an employer in a real workplace as paid employees while still at school for their senior certificate.

Students benefit from hands-on experience without having to leave school. On average, students will spend one day per week in PAID employment. At the same time, students undertake a training qualification with a registered training organisation (like a TAFE) chosen by both the employer and the student to receive nationally recognised vocational training qualifications.

Students gain valuable points towards their Queensland Certificate of Education at the end of year 12, and also train towards a qualification in their chosen career that will be recognised Australia wide.

Students are paid for the time spent working, including an extra amount to compensate for not receiving recreation and sick leave, but are not paid for the training component delivered by the registered training.

Read more about school-based apprenticeships and traineeships - https://www.qld.gov.au/education/apprenticeships/school-based

What is a learning account?

All year 10 students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA).
Their registration generates a LUI (Learner Unique Identification) and opens the students' learning account. The individual password given to each student in year 10 allows them to visit their learning account and access the Career Information Service. The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in year 11. The learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE
- a Senior Statement
- a Statement of Results
- a vocational education and training (VET) certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- an Australian Tertiary Admission Rank (ATAR)

What is a Unique Student Identifier (USI)?

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards. Your results from 2016 will be available in your USI account in 2018. When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can apply for a USI at https://www.usi.gov.au/

A note for international students choosing senior subjects

Yeppoon State High School will make every effort to ensure international students are able to study subjects of their choosing, although due to timetable, staffing and class size constraints, this is not always possible.

Please note:

Visas must be supplied on pre-enrolment to determine school fees.

- International students must enrol in English (either English or English Communication).
- It is a Visa requirement that students must study a full-time academic load.
- It is a Visa requirement that students maintain full-time attendance.
- It is a Visa requirement that students must maintain satisfactory progress in all subjects.
- Some subjects may incur an extra fee.

Failure to adhere to the above may result in cancellation of school enrolment and student visa.

QCE planning pathway

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

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Queensland Curriculum & Assessment Authority

What is a set plan

A SET Plain is a 'Road Map' to assist young people in achieving their learning goals during the Senior Phase of Learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work collaboratively to achieve their goals.
Students at Yeppoon SHS are exposed to a variety of programs from Year 8 which enables them to develop their SET Plan into a dynamic document, of which they have the opportunity to revise and reflect at various stages. SET Plans are now recorded electronically on 'One School' so can therefore be accessed at any time by both students and parents.

Below is the process which is followed at Yeppoon SHS:

Academic coaching & SET plan process

Stage	***Year Level***	*Description*
Learning Pathway Meetings (Parent/Teacher Interviews)	Year 9	**Students have an interview with teachers, parents/guardians to discuss goal setting, strengths, academic reports and goals.**
Work Education/ Career Education Program	Year 10 Semester 1 Extended Care class	**Students will spend one lesson per week learning about work/ career, educational pathways.**
Work Experience	Year 10 Term 1 and 3	**Students engage in a weeks' work experience to assist with their understanding of the workplace.**
Short Course in Career Education	Year 10	
My Future Options Day	Year 10 Term 3	**Students will be engaged in a day of activities around pathway choices. Activities include an initial Set Planning consultation, Mini Careers Expo.**
Set Plan Interview and Senior Selection Pathway	Year 10 End of Mid Term 3	**Students along with their parent/ guardian are involved in a formal meeting to allow students to complete their Set Plan and select subjects for year 11.**
Review and Consultation, and Academic Coaching	**Year 11/12**	**At various stages, students reflect on their set plan and Realign academic and career goals.**

Career planning resources

As outlined in the SET Planning overview, Yeppoon SHS students study Careers and Work Education whilst at Yeppoon SHS. There are however many useful resources that students may use in addition. Some of these include –

a. www.myfuture.edu.au – Australia's National Career Information Service
b. www.jobguide.deewr.gov.au – Is where you can find every out about any occupation
c. www.tafe.qld.gov.au – Queensland TAFE Handbook
d. The QTAC Guide is useful for information on tertiary courses offered through QTAC
e. The Tertiary Prerequisites 2020 book provided by QTAC to all year 10 students
f. www.qtac.edu.au – Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school, and includes information on how students not eligible for an Overall Positions can gain entry into Tertiary courses.
g. Brochures from industry groups provide information on various pathways within industry.
h. http://www.qcaa.qld.edu.au/Years1to10/whatnext.pdf is a useful publication by QCAA that focuses on available pathways for students who are complete year 10.

Things to remember when choosing a PATHWAY

i. Your greatest chance of success is choosing a pathway that is suited to your ability levels
j. Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career
k. Remember that with many occupations there is 'More than one way in'. Investigate which path is best suited to your abilities. YOU CAN enter many career pathways through Certificate courses in the form of TAFE and/or School Based Traineeships and Apprenticeships.
l. Not ALL students are suited to an ATAR Pathway.

Work experience

Work experience is available for students in Years 10–12 as a one-week block at the end of each semester, after all assessment has been completed. It allows students to:

- obtain regular paid casual work for a maximum of 12 hours a week after school hours
- explore their career options:
  - helps Year 10 students decide on senior school subjects
  - provides Year 11 and 12 students' time to consider their career options before applying to university.

Students submit an expression of interest form to the Vocational Education Department. They will finalise the placement contract and organise the necessary Education Queensland insurance documentation. Students must be covered by insurance or they will not be allowed to attend the workplace.
Information about work experience opportunities are emailed to students and through school assemblies—generally throughout Term 1 and 3. It is an advantage if parents and students are able to provide possible work placements.

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

General (Extension) syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

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 (Extension) 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%.

Short Course syllabuses

Course overview

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

Short Courses are available in:

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

Assessment

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

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

Planning your subjects

Students in Year 11 choose six (6) subjects for major study, each of which will occupy about 3 hours of class time per week. Initially all students are given a free choice of subjects with some guidance as to how they are likely to be offered, but then some adjustments may have to be made if we have insufficient numbers of students wanting to do a course, or if students cannot pursue a subject in the time-slot available. Students may choose from the following subjects:

1. Students will take the equivalent of 6 Semester units for each semester (6 x 4 = 24 semesters).
2. English and Maths is compulsory for all students for 4 semesters.
3. Any student with an interest in some form of Tertiary Study is strongly advised to take 4 General and 1 applied or 4 General and 1 Certificate III course.
4. STUDENTS electing to undertake Essential English should have a vocational pathway
5. STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
6. RECOMMENDED: Students wanting to study Physics are strongly encouraged to study Mathematical Methods
7. Before selecting subjects, students should read the subject outlines very carefully and discuss these also with Heads of Departments and teachers.
8. In particular, students are requested to read the pages in this handbook showing pre-requisites for various Tertiary Courses that interest you.

How to choose subjects

In choosing their Year 11 and 12 course of study, students should choose subjects: -
1. Which interest them
2. Which they are likely to succeed in
3. Which lead to careers they wish to pursue

Interest in particular school subjects is often the first pointer towards possible career areas. Usually, it can be predicted that students will enjoy senior studies in subject areas they have enjoyed at Year 10 level. Where you are faced with a choice between fixed alternatives however, a pre-requisite subject may have to be given preference over a hobby interest. Be careful not to let your thinking about subject areas be influenced by your relationships with particular teachers and friends' choices.

The subjects in the senior school program cater for a range of student abilities. Don't choose subjects which are too difficult. It is better to experience success in an appropriate subject rather than to become frustrated in one that is too difficult. Past strengths and weaknesses should be considered. Planning should build on strengths and eliminate weaknesses. The following questions should be asked:

- What sort of results have I been receiving in different subjects?
- What do my teachers think of my ability in different subjects?
- Am I ambitious and willing to work hard? (If you haven't worked hard in Year 10, then you will have to change your attitude towards study to succeed in Senior).

Subjects which may form part of future career requirements must be chosen. This is particularly necessary in the selection of Mathematics and Science subjects, and in specialist areas like Art and Music.

Student Resource Scheme and stationery lists

The student resource scheme will indicate Approximate Total Costs: Costs may be incurred for field trips, subject-specific materials, subject-specific clothing and equipment, camps, competitions, performances, workshops, ingredients, entry fees, and travel. Costs incurred are represented as a total approximate figure for the two year course.

Payment plans are available upon request. Please contact the Accounts Payable Manager, 4925 1333 for more information.

General and Applied Subjects Course Information

English - General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

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

BYOx devices required

Essential English - Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

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

BYOx devices required

Literature - General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

BYOx devices required.

General Mathematics - General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative assessments

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

BYOx devices required.

Mathematical Methods - General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

BYOx devices required.

Specialist Mathematics - General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

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

BYOx devices required.

Essential Mathematics - Applied senior subject

Applied

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

BYOx devices required.

Ancient History - General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

BYOx devices required.

Business - General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

BYOx devices required.

Business Studies - Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	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

BYOx devices required.

Modern History - General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

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

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

Summative assessments

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

BYOx devices required.

Social & Community Studies - Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

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

BYOx devices required.

Japanese - General senior subject

General

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティー — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**私の現在と将来 — My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

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

BYOx devices required.

Biology - General senior subject

General

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative assessments

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			

BYOx devices required.

Chemistry - General senior subject

General

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

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

BYOx devices required.

Marine Science - General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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			

BYOx devices required

Physics - General senior subject

General

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

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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• 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>

BYOx devices required

Agricultural Practices - Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Agricultural Practices is a four-unit course of study. 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 option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

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

BYOx devices required

Aquatic Practices - Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

BYOx devices required

Drama - General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

BYOx devices required

Music - General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

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

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

Summative assessments

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

BYOx devices required

Instrumental Music – Recognised Study

Applied

The Department of Education's Instrumental Music (IM) Curriculum is a Recognised Study approved by the Queensland Curriculum and Assessment Authority (QCAA). This allows year 11-12 students to obtain a Queensland Certificate of Education (QCE) point when completing each of Levels 7-10 of the IM Curriculum. It is wonderful that their study of their instrument/s at these high levels may be formally acknowledged on their QCE.

Enrolment
Students and/or parents are encouraged to discuss the opportunity to gain QCE points with their IM Teacher. Teachers then implement the curriculum and assessment at the appropriate level and report on student enrolment and completion via an IM QCE secure portal. There is no requirement for students to have this entered on their SET Plan.

Eligibility
Eligibility for QCE points is through the completion of any of Levels 7-10 of the IM Curriculum.
Ask your teacher if you don't know what level of the curriculum you're currently studying.

QCE – benefits
Within our current Senior Schooling and QCE System, there is an imperative for students to accrue QCE points. IM is a beneficial way of ensuring students have QCE credits banked prior to the external examination period.

Assessment
- Across each semester, IM students complete a range of formal and informal assessment tasks, as they have in earlier levels of the IM Curriculum. There is no additional assessment requirement.
- Formal assessment is likely to include sight reading, scales and technical work, solo and ensemble performance.
- All formal assessment is video-recorded as evidence of work. This is for assessment verification purposes, as is required in many subjects across the school.

Requirements
Minimum weekly contact time in the IM program:
- 1 x 1hr rehearsal (eg. Concert Band or String Orchestra)
- 1 x 30-35min group lesson

Minimum completion time per level:
- 37 weeks (a school year or equivalent)

Extension work beyond the curriculum
Students may be given extension work beyond and/or deeper within, the levels of the IM Curriculum, as appropriate to the individual learning journey of the student. In this case, they will be assessed at the level at which they are enrolled and given recognition (QCE points) at that same level.

Visual Art - General senior subject

General

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

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

Pathways

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

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

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

BYOx devices required

Arts in Practice - Applied senior subject

Applied

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

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Pathways

Learning in 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 Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

Objectives

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

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

BYOx devices required

Structure

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. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

Technique	Description	Response requirements
Project	Students plan, make and evaluate an arts work to communicate their viewpoint about a selected issue, experiences of identity and belonging, response to a client brief, or exploration of an inspirational arts practitioner.	**Arts work** A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded): up to 4 minutes **Planning and evaluation of arts work** 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
Product or performance	Students make an arts work in response to the selected issue, celebration or event about cultural identity, a client brief, or influences as explored in the project, to communicate their ideas.	**Arts work** A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Devised scene: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded) up to 4 minutes

Media Arts in Practice - Applied senior subject

Applied

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

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

BYOx devices required

Visual Arts in Practice - Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

BYOx devices required

Physical Education - General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

BYOx devices required

Sport & Recreation - Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor 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

BYOx devices required

Engineering Skills - Applied senior subject

Applied

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

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

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

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

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

Structure

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

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

Assessment

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

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

BYOx devices required

Furnishing Skills - Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

BYOx devices required

Hospitality Practices - Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

BYOx devices required

Vocational Education (VET) Course Information

What Certificates Can I Access?

Yeppoon SHS is a registered training organisation (RTO) for the delivery of many vocational courses through the Queensland Curriculum and Assessment Authority (QCAA). There are three modes of delivery for VET:

1. Yeppoon SHS
2. School-based Apprenticeship or Traineeship (SAT)
3. External VET offerings

In addition, we have established partnerships with the following training providers who deliver on site at Yeppoon SHS:

- Binnacle Training
- My Industry Training
- ABC Training
- Aviation Australia
- Connect N Grow

External Vet Offerings

Vocational Pathways students may find that YSHS's scope of registration does not cover their particular area of interest, therefore to broaden their options; senior students are given the opportunity to enrol in accredited courses through external RTOs.

Students wanting to enrol in these courses must identify these interests in their 'SET Plan', as embarking on an external course should not be taken lightly. Time management, under this model, is vital in the successful completion of both school studies (including attainment of a QCE) and external certificate courses.

EXPECTATIONS

Students need to be committed to completing the courses, be prepared to pay tuition and material costs and organise their own transport to and from the training provider. In addition, there is also an expectation that students 'self-manage' the school work they missed on the day they are at training. (Students who enrol in these courses are usually required to attend one day a week. In some cases students may be given an option for a study line to compensate for this extra study and to lighten their school load).

NO RTO CAN ISSUE A QUALIFICATION OR STATEMENT OF ATTAINMENT WITHOUT A VALID USI NUMBER.

Please be aware this list below is of 'POSSIBLE COURSES' these institutions may offer in the future (exact information will be available later in the year and all courses are subject to student enrolments). Students must be 'active' in reading their emails and listening to student notices in readiness for the enrolment into these courses.

Course	RTO	Delivery
Certificate II in Aircraft Line Maintenance	Aviation Australia	One day a week at Alliance Airlines
Certificate lll in Aviation (Remote Pilot) and Certificate ll Autonomous Technology	Aviation Australia	Partnership arrangement delivered through school timetable
Certificate III in Fitness + Certificate II in Sport & Recreation	Binnacle Training	Partnership arrangement delivered through school timetable
Certificate III in Sport, Aquatics & Recreation + Certificate II in Sport & Recreation	Binnacle Training	Partnership arrangement delivered through school timetable
Certificate III in Health Services Assistance + Certificate II in Health Support Services	Connect N Grow	Partnership arrangement delivered through school timetable
Assisting in Nursing (work in acute care specialization)	Connect N Grow	Year 12 only – Certificate III in Health Services Assistance is a prerequisite
Certificate II Self Awareness & Development	BluePrint Career Development	Intensive 8 Day Course
Certificate II Hospitality	CQU	Evenings and Weekends
Certificate III Hospitality	CQU or North Rockhampton SHS	RPL for students who have worked in Hospitality for 24 months or more
Construction Industry White Card	My Industry Training	After school on a “as required basis”
Certificate II in Salon Assistant	CQU	One day a week in training salon
Certificate II in Animal Care	CQU	Online and work placement
Certificate II in Sampling & Measurement	ABC Training	Partnership arrangement delivered through school timetable
Certificate III in Laboratory Skills	ABC Training	Partnership arrangement delivered through school timetable
Certificate II in Electrotechnology	CQU	One day a week
Certificate II in Retail Services	Yeppoon SHS	Yr 12 only
Certificate II in Skills for Work & Vocational Pathways	Yeppoon SHS	Yr 12 only
Certificate II in Logistics	CQU	Online (Yr 12 only)
Certificate III in Early Childhood Education and Care	CQU	One day a Week
Certificate I in Construction	My Industry Training	Partnership arrangement delivered through school timetable
Certificate II in Automotive Vocational Preparation	Glentech Auto & CQU	One Day a Week
Certificate II in Engineering Pathways	My Industry Training	Partnership arrangement delivered through school timetable
Certificate II in Health Support Services	CQU	One Day a Week
Certificate II in Information, Digital Media and Technology	CQU	One Day a Week
Certificate II in Horticulture	CQU	One Day a Week
Certificate II in Autonomous Technologies	CQU	One Day a Week
Certificate IV in School Based Support	Adapt Education	Online & 100hrs placement
Diploma of Business	Adapt Education	Online
Certificate IV in Justice Studies	Prestige Service Training	Online
Certificate III in IT	Prestige Service Training	Online
Certificate III in Screen & Media	Prestige Service Training	Online

Note:

- These courses have not been confirmed. It is a suggestive list only going on previous offerings. If you are interested in undertaking any other courses not listed above, please see Mr Boyle or Ms Tingle at the TTC.
- Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Yeppoon State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

Certificate III in Fitness FIT

Certificate II in Sport and Recreation

SIS30321 AND SIS20122

2 Year Course

Yeppoon State High School (RTO number: 30459) in partnership with Binnacle Training (RTO number: 31319)

Brief Description of Subject

This qualification also encompasses a Certificate II in Sport and Recreation. The qualification provides a pathway to work in the fitness industry. Students learn about, and deliver fitness programs within their school community, including community fitness programs, strength and conditioning for athletes and teams, group fitness sessions, and personal training adults (e.g. teachers and other staff). Students also complete modules through Binnacle's website. Participation in this Certificate III also allows students a 2-year membership to the Yeppoon State High gym, a YSHS Gym Shirt, as well as a First Aid qualification and CPR certificate.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Brief Course / Assessment Outline

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation Industry › Introduction to Coaching Programs **PROGRAMS** › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions
TERM 3	**TOPICS** › Working in the SFR Industry › Providing Quality Service in the SFR Industry **PROGRAMS** › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Conditioning Program: Plan and Deliver a Cardio Program
TERM 4	**TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	

TERM 5	**TOPICS** › Anatomy and Physiology › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients › Older Clients **PROGRAMS** › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions
TERM 7	**TOPICS** › Older Clients › Specific Populations **PROGRAMS** Group Exercise and Gym-based One-on-One Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).
To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

Cost

This is a VETiS funded course and will utilise the VETiS funding available to students	***Full fee for service***
$370 ***(Includes 2 Year YSHS Gym Membership, First Aid and YSHS Gym Shirt)***	**$765** ***(Includes 2 Year YSHS Gym Membership, First Aid and YSHS Gym Shirt)***
All payments made directly to Front Office.	

Required Course Materials

Bring your own device (BYOx)
Students will be required to have one A4 ruled note book and a folder for collation of assessment evidence. Writing materials and coloured pencils.

BYOx devices required

Certificate III in Health Services Assistance HSA

Certificate II in Health Support Services

HLT33115 AND HLT23221

2 Year Course

Yeppoon State High School (RTO number: 30459) in partnership with Connect 'n' Grow (RTO number:40518)

Brief Description of Subject

This qualification also encompasses a Certificate II in Health Support Services and First Aid/CPR. This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs. 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.

Brief Course / Assessment Outline

Delivered in Partnership with Connect 'n' Grow®

RTO number: 40518

HLT33115 Certificate III in Health Services Assistance

(Including HLT23221 Certificate II in Health Support Services)

Qualification description

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

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

Entry requirements

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

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

Duration and location

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

Delivery modes

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

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

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is TBC. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

***units Credit Transferred from Cert II into the Cert III**

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301 * BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based.
Assessment techniques include:

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

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.
Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Obligation

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

Delivered in Partnership with Connect 'n' Grow®

RTO number: 40518

Assisting in nursing work in acute care specialization which form part of HLT33115 Certificate III in Health Services Assistance

Qualification description

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.

To achieve this qualification with this AIN specialisation, the student must complete at least 80 hours of clinical placement under the supervision of a Registered Nurse.

No licensing, legislative, regulatory or certification requirements apply. Refer to training.gov.au for specific information about the qualification.

Entry requirements

Completion of HLT23221 Certificate II in Health Services Support and HLT33115 Certificate III in Health Services Assistance is required.

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

Duration and location

This is a six month course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

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

- face-to-face training
- practicals and scenarios
- online learning
- 80 hours of placement

Fees

The total Fee for Service cost of these courses is TBC.

HLT33115 Certificate III in Health Services Assistance – Assistance in Nursing work in Acute Care Specialisation

Unit Code	Title
CHCCCS002	Assist with movement
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTAIN001	Assist with nursing care in an acute care environment
HLTAIN002	Provide non-client contact support in an acute care environment

Assessment

Assessment is competency based. Assessment techniques include:

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

Placement

To achieve this Qualification with specialization, the candidate must have completed at least 80 hours of work Placement.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Obligation

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

Cost

This is a VETiS funded course and will utilise the VETiS funding available to students	*Full fee for service*
$614 ***(Includes Cert II, Cert III, AIN, First Aid & Health Shirt)***	**$1,113** ***(Includes Cert II, Cert III, AIN, First Aid & Health Shirt)***
All payments made directly to Front Office.	

Required Course Materials

Bring your own device (BYOx)
Students will be required to have one A4 ruled note book and a folder for collation of assessment evidence. Writing materials and coloured pencils.

BYOx devices required

Certificate III in Sport, Aquatics and Recreation SAR

Certificate II in Sport and Recreation

SIS30122 AND SIS20122

2 Year Course

Yeppoon State High School (RTO number: 30459) in association with Binnacle Training (RTO Number: 31319)

Brief Description of Subject

This qualification also encompasses a Certificate II in Sport and Recreation. The qualification provides a pathway to work in the sport and recreation industry. Students learn about, and deliver sport/recreation programs within their school community including officiating games, conducting coaching activities, and sports performance programs. Students also complete modules through Binnacle's website. Participation in this Certificate III also allows students a 2-year membership to the Yeppoon State High gym, a YSHS Gym Shirt, as well as a First Aid qualification and CPR certificate, Level 1 Referee qualifications and a Foundation Coaching Certificate.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Brief Course / Assessment Outline

TERM 1	**TOPICS** › Introduction to Training Programs › Introduction to the Sport, Fitness and Recreation (SFR) Industry **PROGRAMS** › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions
TERM 3	**TOPICS** › Working in the SFR Industry › Providing Quality Service in the SFR Industry **PROGRAMS** › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Cardio Program: Plan and Deliver a Cardio Programl
TERM 4	**TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	

TERM 5	**TOPICS** › Plan and Conduct Sports Programs › Apply Knowledge of Officiating Practices **PROGRAMS** › Group Sports Program (Teacher Facilitated) › Use and Maintain Business Technology (Additional Project) › Community Officiating General Principles (Online Course)
TERM 6	**TOPICS** › Plan and Deliver a Sports Competition › Community SFR Program **PROGRAMS** › Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants › Round Robin Tournament
TERM 7 ADD-ON: 2 x Units of Competency	**TOPICS** › Sport-Specific Coaching Sessions › Personal Development › Workplace Performance **PROGRAMS** › Sport-Specific Coaching Program

Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).
To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

Cost

This is a VETiS funded course and will utilise the VETiS funding available to students	***Full fee for service***
$370 ***(Includes 2 Year YSHS Gym Membership, YSHS Gym Shirt & First Aid***	**$765** ***(Includes 2 Year YSHS Gym Membership and YSHS Gym Shirt & First Aid)***
All payments made directly to Front Office.	

Required Course Materials

Bring your own device (BYOx)
Students will be required to have one A4 ruled note book and a folder for collation of assessment evidence. Writing materials and coloured pencils.

BYOx devices required

Certificate III in Aviation (Remote Pilot) AVI30419

Certificate II in Autonomous Technology 10935NAT

REGISTERED TRAINING ORGANISATION	Aviation Australia RTO Code: 30770

Brief Course / Assessment Outline

Delivered in Partnership with
Aviation Australia - RTO number: 30770

AVI30419 - Certificate III in Aviation (Remote Pilot)
+ 10935 NAT - Certificate II Autonomous Technology

Qualification description

Cert II - 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).
Cert III - Provides students with important training required to legally and safely operate a remotely piloted aircraft (drone) and also allows students to fly without many of the weight or operating restrictions applied to recreational users.
Students train real-life scenarios to experience real-life job tasks, taking the student from initial flight and risk management planning through to, flying the task and reviewing the quality of their work after landing.
There is also a strong focus on developing the students non-technical skills, such as communication, teamwork, decision making and situational awareness.
Students are placed in a number of workplace scenarios and gain hands-on experience.
Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Autonomous Technologies is required to continue into the Certificate III coursework.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Aviation Australia.

Delivery modes

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

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

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is TBC. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator to explore potential options.

QCE Credits

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Obligation

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

Certificate II in Autonomous Technologies

Core Units		Unit Title
1	ICTPRG302	Apply introductory programming techniques
2	ICTTEN205	Build and maintain a secure network
3	MSMSUP390	Use structured problem-solving tools
4	MSMWHS200	Work safely
5	NAT10935001	Work effectively in autonomous environments
6	NAT10935002	Handle technical communication in autonomous environments
7	NAT10935003	Design basic fluid power logic diagrams for autonomous systems
8	NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits
9	NAT10935005	Produce a documentation suite for autonomous systems
10	NAT10935006	Configure autonomous embedded systems
11	NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
12	NAT10935008	Use basic positioning technology
13	NAT10935009	Conduct a basic autonomous technology project
14	VU22338	Configure and program a basic robotic system

Elective Unit		Unit Title
1	ICTNWK308	Determine and action network problems
2	MSMWHS201	Conduct hazard analysis

Certificate III in Aviation (Remote Pilot)

Core Units		Unit Title
1	AVIF0021	Manage human factors in remote pilot aircraft systems operations
2	AVIH0006	Navigate remote pilot aircraft systems
3	AVIW0004	Perform operational inspections on remote operated systems
4	AVIW0028	Operate and manage remote pilot aircraft systems
5	AVIY0023	Launch, control and recover a remotely piloted aircraft
6	AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
7	AVIY0052	Control remote pilot aircraft systems on the ground
8	AVIY0053	Manage remote pilot aircraft systems energy source requirements
9	AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations

Elective Unit		Unit Title
10	AVIE0003	Operate aeronautical radio
11	AVIG0003	Work effectively in the aviation industry
12	AVIW0006	Perform infrastructure inspections using remote operated systems
13	AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft systems
14	AVIY0027	Operate multi-rotor remote pilot aircraft systems

Certificate II in Aircraft Line Maintenance MEA20518

2 Year Course
QCE Credits 4

Yeppoon State High School (RTO number: 30459) in partnership with Aviation Australia (RTO number: 30770)

This course requires one full day at Alliance Airlines each week.

Interested in kickstarting your aviation career with a nationally-recognised certificate in aviation? The Certificate II in Aircraft Line Maintenance (MEA20518) is a great opportunity to help students make an informed decision about their study and work options.

Students will learn basic level knowledge and skills to perform a range of specified maintenance tasks on aircraft, which can lead to future Aeroskills apprenticeships/traineeships.

For those looking to take their career in aviation further, as you'll learn the basic level of knowledge and skills to perform a range of specified maintenance tasks on aircraft, the Certificate II in Aircraft Line Maintenance (MEA20518) is a pathway to becoming a Licenced Aircraft Maintenance Engineer.

Program Length

The completion time-frame for this qualification is 2 years.

QCE Credits

Successful completion of Certificate II in Aircraft Line Maintenance will gain up to 4 QCE credits.

Cost

This course is funded by the Queensland Government under the Certificate 3 Guarantee, delivered as a VET in schools program.

Pathways

- Apprenticeship
- Aircraft Line Maintenance Engineer (Qualified)

Core Units	Core Units	Unit Title
1	MEA107	Interpret and use aviation maintenance industry manuals and specifications
2	MEA117	Apply self in the aviation maintenance environment
3	MEA119	Perform administrative processes to prepare for certification of civil aircraft A level line maintenance
4	MEA154	Apply work health and safety practices in aviation maintenance
5	MEA155	Pan and organise aviation maintenance work activities
6	MEA156	Apply quality standards during aviation maintenance activities
7	MEA157	Complete aviation maintenance industry documentation
8	MEA158	Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance
9	MEA264	Remove and install aircraft electrical/avionic components during line maintenance
10	MEA265	Remove and install general aircraft electrical hardware
11	MEA295	Use electrical test equipment to perform basic electrical tests on aircraft components
12	MEA344	Remove and install aircraft components
13	MEA345	Perform scheduled line maintenance activities on gas turbine engine fixed wing aircraft
14	MEA418	Perform basic repair of aircraft internal fittings during line maintenance
15	MSMENV272	Participate in environmentally sustainable work practices

BYOx devices required

Certificate II in Automotive Vocational Preparation AUR20716

REGISTERED TRAINING ORGANISATION	Glenmore State High School RTO code: 30066 MTA Institute RTO code: 31529

This course requires one full day at Glenmore State High School each week.

Overview

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

Pathways

Completion of this Vocational Education and Training (VET) Certificate will give students an opportunity to continue their studies in a Certificate III at TAFE, or continue their training through an Apprenticeship to become a Mechanic.

Course Delivery

The course will be delivered in the newly renovated GlenTech – Automotive Shed at Glenmore State High School. Training will be for one full day a week for the duration of one full school calendar year. Students participating in this course will be required to attend the GlenTech – Automotive Shed at Glenmore State High School on the timetabled day and engage in the program with the MTA trainer/s. Students will be given a uniform to wear as a part of their participation in this program.

QCE Credits

Successful completion of the Certificate II in Automotive Vocational Preparation contributes a maximum potential of four (4) credits towards a student's QCE.

Entry Requirements

There are no prerequisites to gain entry into this course, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test
- Students must be physically able to undertake practical placement.

Course Fees

Nil. Students will use their VETis Funding to enrol in the course. If VETis funding has been utilised, please seek guidance from the contact person listed below.

Compulsory Uniform Requirements

- Students must supply their own, and wear, a pair of safety boots (steal cap boots).
- Students will be provided with a uniform shirt to wear.
- Students are required to wear black pants with the uniform shirt (black jeans, blank pants, or black shorts are all acceptable).

Units of Competency

Core Units:

AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
AURAFA103 Communicate effectively in an automotive workplace
AURAFA104 Resolve routine problems in an automotive workplace
AURASA102 Follow safe working practices in an automotive workplace
AURETR103 Identify automotive electrical systems and components
AURLTA101 Identify automotive mechanical systems and components
AURTTK102 Use and maintain tools and equipment in an automotive workplace

Elective Units:

AURTTA002 Assist with automotive workplace activities
AURTTE003 Remove and tag engine system components
AURTTJ003 Remove and replace wheel and tyre assemblies
AURETK001 Identify, select and use low voltage electrical test equipment
AURETR115 Inspect, test and service batteries

Assessment

Qualified trainers and assessors from the training provider will utilise several different assessment techniques including written submissions and observations of on-the-job training.

Contact Information	
Queries regarding course content, contact GSHS Deputy Principal, Nathan Shonhan.	Email: nshon2@eq.edu.au
Queries regarding how this course fits into your pathway, please contact the HOD Vocational Education and Pathways at Yeppoon State High School.	Email: sboyl8@eq.edu.au
Queries regarding enrolment please contact the HOD Vocational Education and Pathways at Yeppoon State High School.	Email: sboyl8@eq.edu.au

This is an offering from NRSHS available to the Rockhampton Secondary Schooling Cluster

PLEASE NOTE: The enrolment process requires all paperwork to go to GSHS from the base school, not individual students / families. GSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school.

BYOx devices required

Certificate III in Hospitality SIT30616

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144

This course requires one full day at North Rockhampton High School each week.

Do you want a new career in Hospitality? Are you looking for practical training with great skills? Would you like the opportunity to gain the right Employability Skills that Employers are looking for in New Employees?

The technical, interpersonal, conceptual and practical skills learned through this qualification will help you unlock your potential and future career. The SIT30616 Certificate III in Hospitality will give you the qualification to open those doors.

To work in the Hospitality industry, you not only need the skills, you need to be knowledgeable, motivated and eager to learn. Whatever your reason for enrolling in this course, you will be assured that you are job ready to work in this exciting sector once completed.

The Certificate III in Hospitality is a nationally accredited qualification and an industry endorsed program which has been created to provide training for people who are eager to gain employment in this exciting sector.

Program Length

This program takes 1-2 Years to complete. Duration may vary, 36 Service periods of practical placement

QCE Credits

Successful completion of the Certificate III in Hospitality contributes a maximum potential of eight (8) credits towards a student's QCE.

Core	
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXHRM001	Coach others in job skills
SITXWHS001	Participate in safe work practices

Elective Competencies	
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHFAB016	Provide advice on food
SITHCCC006	Prepare appetisers and salads
SITXFIN001	Process financial transactions
SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB007	Serve food and beverage

Entry Requirements

There are no prerequisites to gain entry into SIT30616 Certificate III in Hospitality, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test
- Students must be physically able to undertake practical placement

Cost

- Enrolment Fee: $250.00 approx (TBC). Payable in instalments (Year 11 $125.00 and Year 12 $125.00)

Compulsory Uniform Requirements

- Work Quality Long Black Pants & Work Quality Black Closed in Shoes (No Colours)

Additional Costs

- Ingredients & excursion costs – (varies and sometimes not necessary)

Stationery Requirements

- 1 X A4 Display Folder, 2 X A4 exercise book and Writing equipment

Mode of Delivery

The mode of delivery includes any combination of the following:

- Face to face in a simulated workplace environment for performance and knowledge evidence
- Work experience in NRSHS commercial kitchen/restaurant/cafe
- Online for theory components of training for knowledge evidence
- In a classroom / kitchen for theory/practical components of training

You will be provided with:

- Course Materials & Resources
- On-Line Competency Theory and Practical Resources
- Daily practice in a fully functioning Café and Restaurant Area performing duties
- Extensive Practical Cookery Tasks utilising a fully functioning Commercialised Kitchen
- NRSHS Hospitality Polo Shirt (Compulsory Uniform)

Contact Information	
Queries regarding course content, please contact NRSHS Head of Department (Technologies), Janita Ray	Email: jxray1@eq.edu.au
Queries regarding how this course fits into your pathway, please contact the HOD Vocational Education and Pathways at Yeppoon State High School.	Email: sboyl8@eq.edu.au
Queries regarding enrolment please contact the HOD Vocational Education and Pathways at Yeppoon State High School.	Email: sboyl8@eq.edu.au

PLEASE NOTE: The enrolment process requires all paperwork to go to NRSHS from the base school, not individual students / families. NRSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school. **Additionally** – invoices will be supplied by NRSHS and are to be paid to NRSHS. Do not make payment for this course to your base school

This is an offering from NRSHS available to the Rockhampton Secondary Schooling Cluster

BYOx devices required

Certificate II in Engineering Pathways (CEP) MEM20422

REGISTERED TRAINING ORGANISATION	**Adapt Education Pty Ltd – trading as My Industry Training** **RTO Code: 32452**

Overview

Certificate II in Engineering Pathways is a two-year standalone VET subject offered in Year 11 & 12. It gives students National Industry recognition and contributes 4 QCE credit points. This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. Students will be required to use tools and equipment to construct a project throughout the course and will have the opportunity to choose one of three different engineering project builds. The certificate course is trained and assessed by My Industry Training.

Objectives

Students will learn the necessary skills and knowledge to enter the engineering industry as a confident and effective worker. On successful completion students will gain:

- Certificate II in Engineering Pathways - MEM20422
- 4 QCE points
- Opportunity for work experience and apprenticeships

Structure

The course includes the following twelve competencies that students must achieve to complete the certificate:
MEM13015 Work safely and effectively in manufacturing and engineering
MEMPE005 Develop a career plan for the engineering and manufacturing industries
MEMPE006 Undertake a basic engineering project
MSMENV272 Participate in environmentally sustainable work practices
MEM16006 Organise and communicate information
MEM18001 Use hand tools
MEM18002 Use power tools/hand held operations
MEMPE001 Use engineering workshop machines
MEMPE002 Use electric welding machines
MEMPE004 Use fabrication equipment
MEMPE007 Pull apart and re-assemble engineering mechanisms
MSMSUP106 Work in a team

Assessment

Certificate II in Engineering Pathways combines practical and theory work to assess the twelve competencies. Students will complete a practical 'engineering project' on school grounds as part of the course. They will be exposed to a range of tools and equipment that are used in the engineering industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

Pathways

The skills and knowledge gained from the Certificate II in Engineering Pathways are essential for any student seeking employment in the engineering industry. Students that successfully transition into a school-based traineeship may be eligible to transfer units from their Certificate II in Engineering Pathways to the traineeship course they are completing.

Cost

This is a VETiS funded course and will utilise the VETiS funding available to students	***Full fee for service***
$360 (Includes material costs)	***$1,860 (Includes material costs)***
All payments made directly to Front Office.	

Required Course Materials

Bring your own device (BYOx)
Students must supply their own, and wear, a pair of safety boots (steal cap boots) and protective shirt.

BYOx devices required

QCE credit and duplication of learning

QCE requirements for Year 12 students from 2020

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

The QCE demonstrates to employers, tertiary institutions and the wider community that school leavers have met the set standard by completing a learning program with sufficient breadth and depth. To support this, the QCAA ensures that students accrue credit to a QCE for new learning only.

Vocational education and training (VET) provides valid and important pathway options for many students. Students may enrol in any Applied subject and/or VET qualification. Students will not accrue credit where duplication of learning is identified.

This factsheet outlines how QCE credit will accrue in:

- Applied subjects and VET Certificate II qualifications
- VET qualifications in
  - any training package
  - the same training package
- Diploma and Advanced Diploma qualifications.

VET and QCE credit

The QCAA recognises completion and partial completion of courses of study and assigns QCE credit appropriate to the amount of learning students have completed. All completed qualifications and Applied subjects are recorded on the statement of results.

Applied subjects and VET qualifications

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning as outlined in the following table.

Applied subjects and VET qualifications with duplication of learning and QCE credit

Learning area	2021 Applied subject	VET qualification	Max. QCE credit
English	Essential English	Not applicable	4
Health and Physical Education	Early Childhood Studies	Not applicable	4
	Sport and Recreation	SIS20115 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20115 Certificate II in Business	4
	Religion & Ethics	Not applicable	4
	Social and Community Studies	Not applicable	4
	Tourism	SIT20116 Certificate II in Tourism	4
Science	Agricultural Practices	AHC20116 Certificate II in Agriculture *or* AHC21216 Certificate II in Rural Operations	4
	Aquatic Practices	Not applicable	4
	Science in Practice	Not applicable	4
Technologies	Building and Construction Skills	CPC202011 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
	Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
	Furnishing Skills	MSM20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality	4
	Industrial Graphics Skills	Not applicable	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information and Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology	4
The Arts	Arts in Practice	Not applicable	4
	Dance in Practice	CUA20113 Certificate II in Dance	4
	Drama in Practice	Not applicable	4
	Media Arts in Practice	Not applicable	4
	Music in Practice	CUA20615 Certificate II in Music Industry	4
	Visual Arts in Practice	CUA20715 Certificate II in Visual Arts	4
Mathematics	Essential Mathematics	Not applicable	4

Relevant Applied subjects and related qualifications are identified on the QCAA website and apply to students at the time of enrolment in a course. This information is updated annually. Further information is available in the *QCE and QCIA Policy and Procedures handbook*.

VET qualifications

To ensure the requirements for the amount and breadth of learning for a QCE are met, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE is accrued when a student completes new learning. When students complete multiple VET qualifications, an RTO may transfer credit from completed units of competencies from one qualification toward completion of another qualification. New learning in VET is identified as units of competency that are recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

Qualifications from the same training package — category of learning and QCE credit

Certificate I	Certificate II	Certificate III or Certificate IV	Category of learni	Maximum QCE credit
✓			Preparatory	2–3
	✓		Core	4
	✓	✓	Core	5-8 (from Certificate III)
✓	✓		Core	4 (from Certificate II)
✓	✓	✓	Core	5-8 (from Certificate III)
	✓	partially completed	Core	4 from Certificate II (0–4 additional credit from partial

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

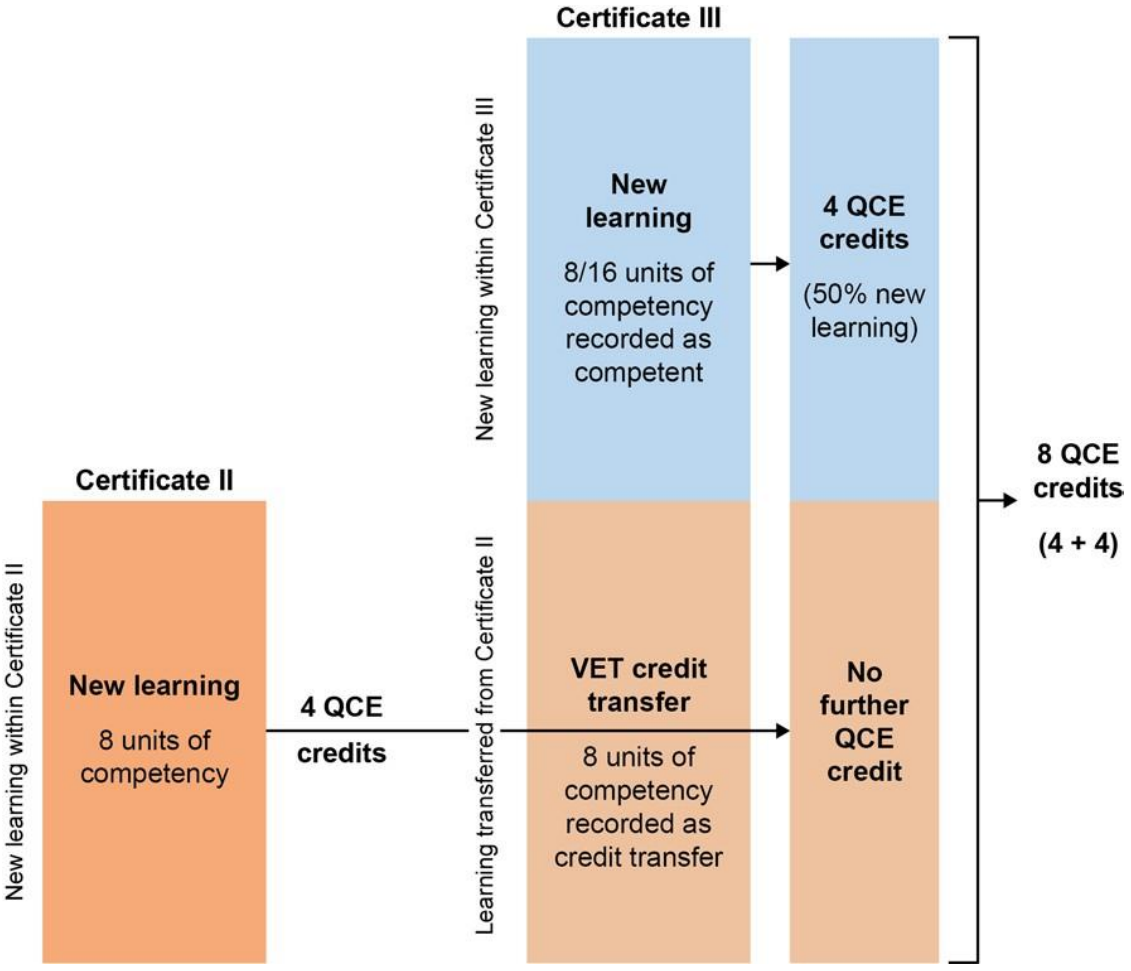
For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

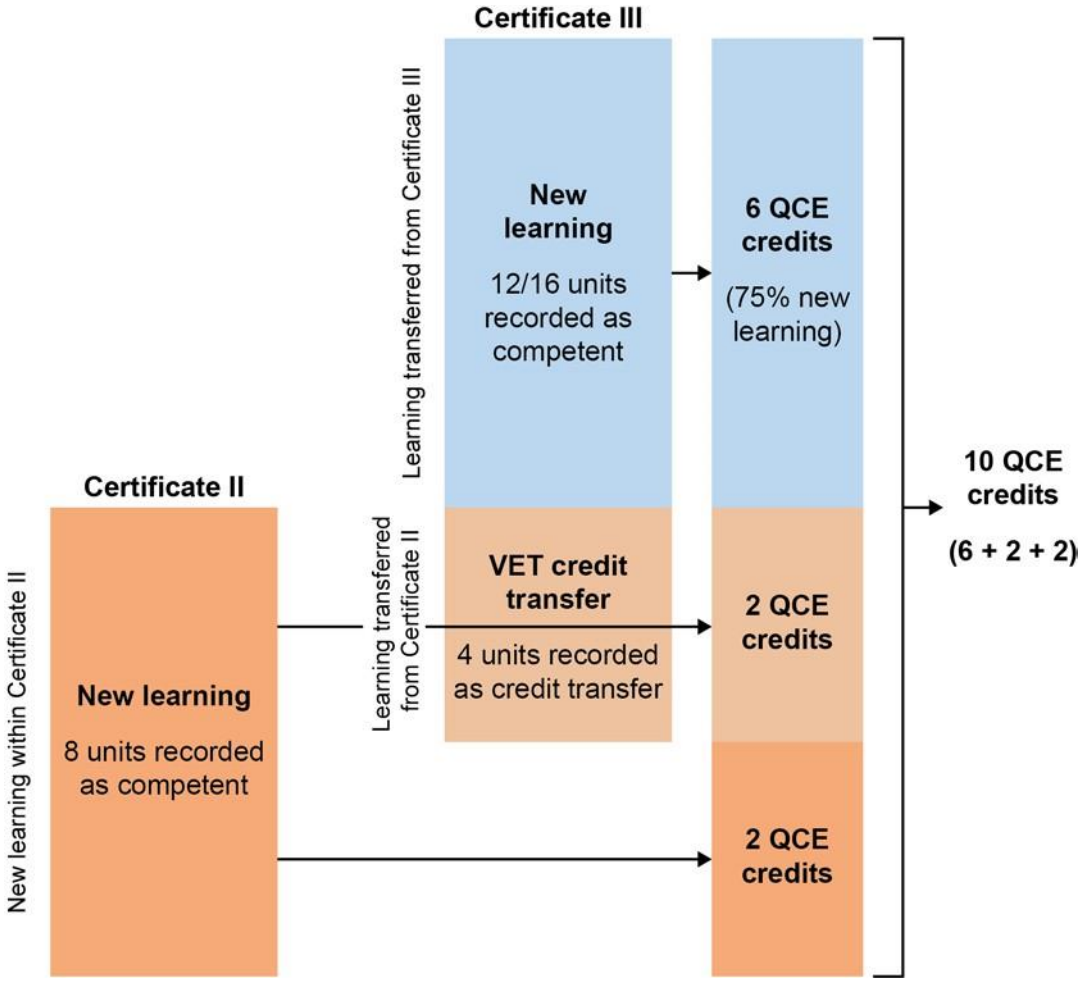
QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer

QCE credit	Amount of new learning completed
Full QCE credit	≥90%
75%	≥75%
50%	≥50%
25%	≥25%
0%	<25%

Example of QCE credit for Certificates II and III with VET credit transfer from any training packages



Example of QCE credit for Certificates II and III with VET credit transfer from different training packages



Diploma and Advanced Diploma qualifications and QCE credit

Diploma and Advanced Diploma qualifications represent learning that complements core learning undertaken during senior secondary schooling and may provide valuable pathway options for many students. Credit to the QCE for a Diploma or Advanced Diploma may be accrued in the Complementary category of learning.

Where a student is eligible, they accrue credit for Diploma and Advanced Diploma qualifications. Some examples are provided below. Refer to the *QCE and QCIA policy and procedures handbook* for more information.

Examples of QCE credit contribution in the Complementary category of learning

Example student	Training package	Qualification enrolled	Competencies completed	Category of learning	QCE credit
Student 1	One qualification from training package	Diploma of Business	100%	Complementary	8
Student 2	Two qualifications from the same training package	Certificate II in Business	100%	Core (completed Core)	4
		Diploma of Business	100%	Complementary	4
Student 3	Two qualifications from the same training package	Certificate III in Business	100%	Core (completed Core)	8
		Diploma of Business	100%	Complementary	0
Student 4	Two qualifications from the same training package	Certificate III in Business	75%	Core	6
		Diploma of Business	100%	Complementary	2
Student 5	Two qualifications from different training packages	Certificate III in Fitness	100%	Core (completed Core)	8
		Diploma of Business	100%	Complementary	8

QCE credit completed core requirement

Calculating QCE credit for Year 12 students from 2020

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

Core credit

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table below).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to aQCE.[1] A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

QCE credit allocation for Core courses: General and Applied subjects

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available		4
Extension subjects	**Set standard**	**QCE credits**
Units 3 and 4	Grade of C or better	2
Maximum credit available		2

[1] From 2019, achievement in Unit 1 and Unit 2 will be reported as either satisfactory or unsatisfactory.

VET courses of study will accrue credit as results are reported, provided they meet all other QCE requirements. Certificates in the Core category of learning (II, III, IV) will accrue QCE credit at increments of 25%, 50%, 75% and completion. Certificate I qualifications are in the Preparatory category of learning and accrue credit on completion. VET courses of study in the Complementary category of learning (Diploma and Advanced Diploma qualifications) will accrue one QCE credit for each unit of competency reported as competent, up to eight credits (within VET credit rules).

Non-Queensland studies and recognised studies that are in the Core category of learning will accrue credit as determined by the QCAA.

Completed Core requirement

Within the QCE set pattern requirement, students must accrue 12 credits from completed Core courses. Students must complete a Core course of study from beginning to end to contribute to the 12 credits.

Students must complete all four units of study for QCAA General or Applied subjects to contribute to the completed Core credit requirement.

In a General or Applied subject, Core credits can only contribute to the completed Core requirement if a student completes Units 1, 2, 3 and 4 and achieves a grade of C or better in the Unit 3 and 4 pair. Credit will accrue for units where the set standard is met. For example,Essential English (Core course of study) completed for all four units may contribute two, three or four QCE credits to the completed Core requirement. More examples are included in the table below.

In VET qualifications, credits contribute to the completed Core requirement when a student completes a Certificate II, III or IV within other VET QCE requirements. The amount of credit for each completed certificate may vary depending on the notionally agreed nominal hours of learning required (as determined by the Department of Employment, Small Business and Training).

Relaxation of completed Core credit

Relaxation of the completed Core requirement will be automatically applied for students who change from a QCAA Mathematics subject to another QCAA Mathematics subject, as well as students who change from a QCAA English subject to another QCAA English subject. Credits accrue for units that meet the set standard.

Students who transfer schools during senior secondary schooling (including transferring from interstate or overseas as well as intrastate) and are unable to continue the same course of study may apply to have the requirements for completed Core relaxed.

Example Student A program — all learning is from the Core category

Subject	Units studied			Category of learning	QCE credits
	Unit 1 (S, U)	Unit 2 (S, U)	Unit 3 and 4 (A–E)		
English	U	S	C	Core	**3***
Mathematical Methods	S	U		Core	**1***
General Mathematics			C	Core	**2***
Digital Solutions	S	S	B	Core	**4***
Agricultural Science	S	S	C	Core	**4***
Business	S	S	B	Core	**4***
Ancient History	U			Core	0
Drama		S	A	Core	3
				Total QCE credits	21

*Credits meet criteria to contribute to the completed Core requirement of the QCE.

QCE requirement checklist — Student A

Requirement		Met by student ✓/×	Details
Set amount Set standard	20 credits accrued when set standard met	✓	21 credits accrued from units where set standard met.
Set pattern	Minimum of 12 credits accrued from completed Core courses of study	✓	**18 credits** accrued from completed courses in the Core category of learning. (Mathematics units that meet set standard can contribute to completed Core requirement.)
	Maximum of 4 credits from Preparatory courses of study	✓	0 credits accrued in Preparatory category of learning.
	Maximum of 8 credits from Complementary courses of study	✓	0 credits accrued in Complementary category of learning.
Literacy and numeracy	Literacy standard met	✓	C standard achieved in Units 3 and 4 of English. Satisfactory standard achieved in Unit 2 of English.
	Numeracy standard met	✓	C standard achieved in Units 3 and 4 of General Mathematics. Satisfactory standard achieved in Unit 1 of Mathematical Methods.
QCE eligibility		✓	**The student will be issued a QCE at the end of Year 12.**

Example Student B program — with VET

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Unit 3 and 4		
English	S	S	A	Core	**4***
Essential Mathematics	S	U	C	Core	**3***
Geography	U	U		Core	0
Visual Art	S	S	A	Core	**4***
Media Arts in Practice	U	S	B	Core	**3***
Certificate II in Tourism	100% complete			Core	**4***
Certificate III in Business	50% complete			Core	4
				Total QCE credits	22

*Credits meet criteria to contribute to the completed Core requirement of the QCE.

QCE requirement checklist — Student B

Requirement		Met by student ✓/×	Details
Set amount Set standard	20 credits accrued when set standard met	✓	22 credits accrued from units where set standard met.
Set pattern	Minimum of 12 credits accrued from completed Core courses of study	✓	**18 credits** accrued from completed courses in the Core category of learning.
	Maximum of 4 credits from Preparatory courses of study	✓	0 credits accrued in Preparatory category of learning.
	Maximum of 8 credits from Complementary courses of study	✓	0 credits accrued in Complementary category of learning.
Literacy and numeracy	Literacy standard met	✓	A standard achieved in Units 3 and 4 of English.
	Numeracy standard met	✓	C standard achieved in Units 3 and 4 of Essential Mathematics.
QCE eligibility		✓	**The student will be issued a QCE at the end of Year 12.**

QCE literacy and numeracy requirement

QCE requirements for Year 12 students from 2020

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

The QCE literacy and numeracy requirements meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3. This national framework describes the five core skills of learning, reading, writing, oral communication and numeracy. The framework is used to describe core skills relevant to the workplace and employment, and tailor approaches to teaching and learning.

The literacy and numeracy requirements can be met through a range of options, as outlined in the following table.

Learning options to meet literacy and numeracy requirements for a QCE

Courses of study	Literacy	Numeracy	Set standard
General or Applied subjects	QCAA General or Applied English subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English & Literature Extension • English as an Additional Language • Literature • Essential English	QCAA General or Applied Mathematics subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* A grade of C or better in a Unit 3 and 4 pair
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better
Vocational education and training (VET)	FSK20113 Certificate II in Skills for Work and Vocational Pathways	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of qualification
Senior External Examination	Senior External Examination: QCAA English subject	Senior External Examination: QCAA Mathematics subject	Grade of C or better

Courses of study	Literacy	Numeracy	Set standard
International Baccalaureate (IB)	International Baccalaureate (IB) examination in one of: • Language A English Language and Literature (SL or HL) • Language A English Literature (SL or HL) • English B (SL or HL)	International Baccalaureate (IB) examination in one of: • Mathematics (SL or HL) • Mathematical Studies (SL)	Grade of 4 or above on examination *or* Exit subject with a grade of 3, having achieved a 4 or above for the internal assessment component
Recognised studies	See the QCAA website for a list of recognised studies that meet the literacy requirements	See the QCAA website for a list of recognised studies that meet the numeracy requirements	As recognised by the QCAA

Department of Education
Yeppoon State High School

P 07 4925 1333
admin@yeppoonshs.eq.edu.au
www.yeppoonshs.eq.edu.au

Rawlings Street
PO Box 296 | Yeppoon QLD 4703

CRICOs Provider Code: 00608A

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