Striving for Excellence

MACKAY
NORTHERN
BEACHES
STATE HIGH SCHOOL

YEAR 11

2027

Subject Selection Information Booklet

Year 11 and 12 Subject Offerings

General Subjects – subjects designed to prepare students for university entry

Applied subjects – subjects designed to prepare students for the workforce

VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications

Learning Area	Year 11 and 12
English	English
	Literature
	Essential English
Mathematics	General Mathematics
	Mathematical Methods
	Specialist Mathematics
	Essential Mathematics
Science	Biology
	Chemistry
	Marine Science
	Physics
	Psychology
	Aquatic Practices
Humanities and Social Sciences	Ancient History
	Business
	Geography
	Legal Studies
	Modern History
	Social and Community Studies
	Cert II in Tourism
	Cert II Active Volunteering
Languages	Japanese

Our Subjects (continued)

General Subjects – subjects designed to prepare students for university entry

Applied subjects – subjects designed to prepare students for the workforce

VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications

Learning Area	Year 11 and 12
Technologies	Design
	Industrial Graphic Skills
	Industrial Technology Skills
	Certificate II in Construction Pathways
	Certificate II in Engineering Pathways
	Certificate II and III in Hospitality
	Certificate II in Applied Digital (Media) Technology
HPE	Physical Education
	Sport and Recreation
	Certificate III in Early Childhood Education and Care
	Certificate III in Health Services Assistant and Certificate II in Health Support Services
	Certificate II in Sport and Recreation and Certificate III in Fitness
The Arts	Drama
	Film, Television and New Media
	Music
	Visual Art
	Drama in Practice
	Music in Practice
	Visual Art in Practice
	Certificate II in Creative Industries

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An Introduction to the Senior School

The progression from Year 10 to Year 11 marks a significant point in the education of a young person. It is time to consider how to draw on individual character strengths and skills to maximise opportunities for the future.

As students of Mackay Northern Beaches SHS move closer to this important juncture in the educational journey, our school's Senior School Philosophy will become the focus as outlined below. Ultimately, it will be imperative that (senior school) students are focusing on engaging in their course of study to maximise their individual learning outcomes and benefits of participating in school as a pathway.

All young people in Queensland are required to complete Year 10 and then participate in further education or training. The Youth Participation in Education and Training Act 2003:

- makes it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first.
- requires young people to then participate in education and training for a further two years, or until they have gained a Queensland Certificate of Education, or until they have gained a Certificate III vocational qualification, or until they have turned 17.
- provides exemptions for young people who enter full-time work after they have either completed Year 10 or turned 16.

Success in this Senior Phase of Learning is very important in opening up opportunities for further study or for employment. This success can only be attained by an appropriate selection of subjects, skilful time management, setting of priorities and conscientious application to study.

From Year 11, students work towards The Queensland Certificate of Education (QCE). The QCE is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. To receive a QCE, students must achieve a set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

To assist with the design of a student's individual learning program to meet the requirements of a QCE, students and their parents are required to develop a Senior Education and Training (SET) Plan. The document maps out a student's plan of action for their education and training in the Senior Phase of Learning.

The decisions you are faced with now – the choice of a selection of subjects for Years 11 and 12 – will have considerable bearing on how you approach these critical years and how you will cope with them. Subject choice at this level is an important task which must be approached carefully and seriously.

This subject guide has been designed to assist you with choosing subjects for the Senior Phase of Learning. I urge you to read through all sections carefully, and to consider the options available so you can make choices suited to your particular needs. I implore you to base your decisions on abilities and preferences reflected in your past eleven years of schooling – make your choices wisely. Seek the advice of your parents, teachers and subject Heads of Department, our Guidance Officer (Mr Tony Weight), and our Heads of Year – Mr Steve Merchant (Yr 10), Mr James Hunter (Yr 11) and Ms Susann Morrow (Yr 12), to assist you in your decision making.

Work in the Senior School is more demanding than in Year 10 and requires a serious commitment, a conscientious attitude and much more self-discipline. You will need to think seriously about your commitment and willingness to work to the best of your ability, both in class and at home.

I wish you well in making your decisions.

Sian Burrows
Principal
Mackay Northern Beaches SHS

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Find out as much as you can about:

- Careers
- Subjects
- Courses
- Pre-requisites and jobs for further courses

Ask the Guidance Officers, the HODs in Senior School, the Deputy Principal and other teachers for more information.

Subject choices should reflect your abilities and interests

- Read subject descriptions, pre-requisites and course outlines in this booklet.
- Watch the Subject Expo and Pathways videos.
- Talk to Heads of Departments and teachers of each subject.
- Look at books and materials used in the subject.
- Talk to students who are already studying the subject.

Advice to students

- Select your subjects in light of your interests, ability, willingness to commit to learning, career plans.
- Make up your own mind with the support of your family. Do not choose a subject because your friend has selected it.
- Do not select a subject just because a favoured teacher takes it. Class composition and teacher allocation vary from year to year.
- Ignore false advice about "the best mix of subjects to study" to maximise ATAR's
- **Listen carefully and participate actively in the SET plans** during Term Three and Term Four.

Year 11 and 12 Subject Selection Rules at MNBSHS

- Study 6 subjects in both Year 11 and Year 12
- Study either English, Literature OR Essential English
- Study either Essential Mathematics, General Mathematics OR Mathematical Methods
- Students intending to study Specialist Mathematics must also study Mathematical Methods
- The subjects that will be timetabled at MNBSHS for Year 11 will be based on minimum viable class sizes. If students choose a subject which ultimately cannot be offered, they will be contacted and assisted to make another selection.
- Distance Education is an option for students if the range or combination of subjects does not suit their chosen pathway. Students MUST have achieved at least a "B" in Year 10 English and Maths in order to study General SDE (School of Distance Education) subjects. SDE requires effective study habits. Additional costs are also associated with SDE subjects. Significant parent, student and school discussions will occur before any SDE enrolments.
- All school-based Apprenticeships or Traineeships (SATs) students will commence with six (6) subjects. If students obtain a placement their subject selection will be reviewed and their subject load may be reduced. If their placement is terminated, the students will be required to resume studying of six subjects.

Department of Education

Senior education and training (SET) planning

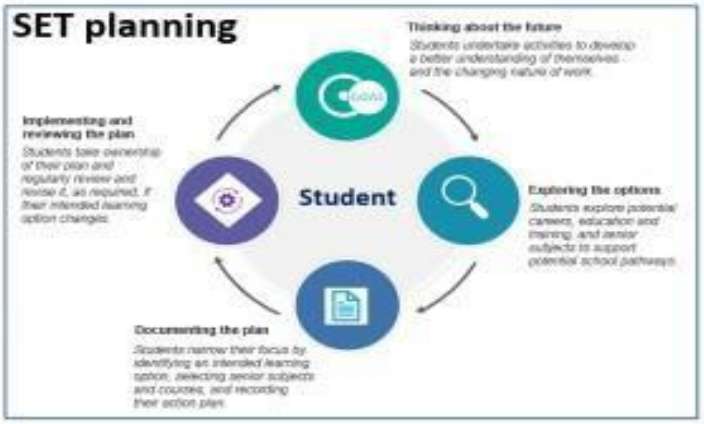
Information for parents and carers

What is SET planning?

SET planning is a process designed to guide your child on a successful pathway throughout senior secondary and beyond Year 12 into post-school education and work.

The aim of SET planning is to provide your child with the skills and knowledge needed to develop a genuine career pathway, and a life of personal choice.

SET planning begins with career exploration activities in junior secondary and builds in Year 10, when your child commits to their proposed pathway by developing their SET plan.

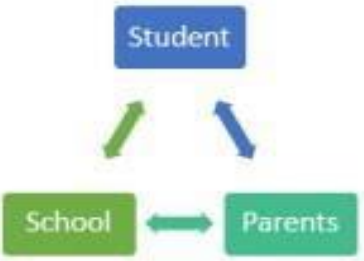


Who is involved in SET planning?

SET planning involves you, your child and the school working together to develop a plan for achieving success throughout Years 11 and 12 and beyond.

This may involve providing individualised planning and transition support for students with diverse learning needs to ensure success for all students.

You can support your child during the SET planning process by encouraging them to talk to family, friends and their teachers about potential occupations, career pathways, and education and training goals after Year 12.



Why is SET planning important for your child?

Participation in the SET planning process empowers your child to make informed decisions about their own future and to take ownership of their pathway plan, along with the support of their parents or carers and the school.

A clear plan of action will provide your child with a roadmap to guide their way and help maintain focus throughout Years 11 and 12.

If their pathway plan changes as they settle into their senior secondary program, the school will support your child to review and refine their SET plan.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/senior-education-and-training-set-planning-procedure to ensure you have the most current version of this document.

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Queensland Government

Useful Links

QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY

www.qcaa.qld.edu.au/

AUSTRALIA'S NATIONAL CAREER INFORMATION SERVICE, MY FUTURE

www.myfuture.edu.au

EDUCATION QUEENSLAND CURRICULUM EXCHANGE for STUDENTS

https://education.qld.gov.au/careers

QTAC-QUEENSLAND TERTIARY ADMISSIONS CENTRE

www.qtac.edu.au

Senior Education Profile

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

- Statement of Results
- 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

Statement of Results

Students are issued with a Statement of Results in the December following the completion of a QCAA-developed course of study. A new Statement of Results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied 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.
Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.
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.

1. 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 subjects include Extension subjects.

In addition to literacy and numeracy, General 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 information & communication technologies (ICT) skills.

2. Applied 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.

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
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

3. Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

4. 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.

5. School-Based Apprenticeship and/or Traineeship (SAT)

- Part-time School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school.
- These are based on industry standards and can lead to nationally recognised qualifications.
- On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can contribute to the Queensland Certificate of Education.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five 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.

Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

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

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 subject. Organisation of assessment in Units 3 and 4:

- 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%.

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.

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.
Applied syllabuses do not use external assessment.

Essential English and Essential Mathematics — Common internal assessment

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 senior subject 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.

Year 11 and 12 Subject Prerequisites for General subjects

Mackay Northern Beaches State High School requires that students meet mandatory prerequisites for entry into senior General subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Note: *Students must demonstrate at least a C standard in English to undertake most General subjects in Year 11, with some recommending a B standard. If you have any concerns or have reason to request a waiver of the prerequisite, please make an appointment with the Head of Department for that Learning Area.*

Learning Area	Subject	Category	Prerequisite – applied when confirming course selection for SET plan Semester 1 and/or 2 of Year 10
English	English	General	B in English
	Literature	General	B in English
Mathematics	General Mathematics	General	C in Maths
	Mathematical Methods	General	B in Math Extension or A in Core Math
	Specialist Mathematics	General	A in Math Extension
Sciences	Biology	General	B in Science
	Chemistry	General	B in Science
	Marine Science	General	B in Science
	Physics	General	B in Science
	Psychology	General	B in Science
Humanities and Social Sciences	Ancient History	General	C in English and C in History
	Business	General	C in English
	Geography	General	C in English and C in History
	Legal Studies	General	C in English
	Modern History	General	C in English and C in History
Languages	Japanese	General	
Technologies	Design	General	C in English
Health & Physical Education	Physical Education	General	B in HPE and B in English
The Arts	Dance	General	C in English
	Drama	General	C in English
	Film, Television and New Media	General	C in English
	Music	General	C in English
	Visual Art	General	C in English

English

General

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/signer/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 • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical 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): • Extended response - persuasive spoken response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%

Summative internal assessment 2 (IA2): • Extended response — written response public audience	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Literature

General

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/signer/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, language structures and 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	**Texts and culture** • 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 — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response - imaginative written response	25%

Summative internal assessment 2 (IA2): • Extended response - imaginative spoken /multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Essential English

Applied

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. This subject encourages students to recognise language and texts as relevant in their lives now and in the future and learn 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

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 achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- 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 mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written 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): • Extended response — spoken/signed response	25%	Summative internal assessment 3 (IA3): • Extended response — Multimodal response	25%
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	25%	Summative internal assessment (IA4): • Extended response — Written response	25%

General Mathematics

General

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 and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

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>

Mathematical Methods

General

The major domains of 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
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1	**Calculus and further functions** • Exponential functions 2 • The logarithmic and Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • 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

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• Examination — short response</td><td>15%</td></tr>
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• Examination — combination response</td></tr>
</table>

Specialist Mathematics

General

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 & 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, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • 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

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

Essential Mathematics

Applied

To provide 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.

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

Biology

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
- investigate phenomena
- evaluate conclusions, claims and processes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • 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			

Chemistry

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
- investigate phenomena
- evaluate conclusions, claims and processes

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			

Marine Science

General

Marine Science provides opportunities for students to engage with Marine Ecosystems. In Unit 1, students explore ocean processes and coastal change. In Unit 2, they explain how marine organisms are influenced by the factors of ecosystems. In Unit 3, students explore how marine ecosystems are formed and change. This knowledge is linked in Unit 4 with the concepts of how changes to climate and hum use influence fisheries and other marine resources.

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 marine life
- respect for all living things and the environment
- appreciation of global stewardship
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- understanding of how marine systems interact and are interrelated
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- 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 Marine Science can establish a basis for further education and employment in the fields of Marine Biology, Ecology, Oceanographer, Fisheries Queensland, Aquaculture, Environmental Science, Park Ranger, Marine Engineering and the Great Barrier Redd Marine Park Authority.

Objectives

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

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

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 System-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			

Physics

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
- 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
- investigate phenomena
- evaluate conclusions, claims and processes

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

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			

Psychology

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative Assessments

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			

Aquatic Practices

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

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.

Pathways

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.

Career Pathways

- Marine Biology
- Environmental Science
- Maritime industries
- Aquaculture
- Marine tourism and recreation
- Coastal Management

Objectives

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

- describe ideas and phenomena
- execute procedure
- analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigation and projects

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Using the Aquatic Environment (E)	Recreational and Commercial fishing (C)	Coastlines and Navigation (B)	Marine vessels (Boat Licence) (F)

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

Ancient History

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.

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 • Pompeii and Herculaneum • Medieval Crusades	**Ancient Egypt** • New Kingdom Imperialism Cleopatra	**Ancient Greece** • Macedonian Empire from Philip to Alexander the Great • Fifth Century Athens	**Ancient Rome** • Civil War and the breakdown of the Republic Julius Caesar

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 — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Business

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.

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): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography

General

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Pathways

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to Risk and Vulnerability in Hazard Zones • Natural hazard zones (cyclones, bushfires, earthquakes) • Ecological hazard zones (invasive species, pollution, disease)	**Planning Sustainable Places** • Challenges facing a place in Australia • Challenges facing a megacity	**Responding to Land Cover Transformations** • Climate change and land change (deforestation, agriculture) • Responding to land changes (water management, land management)	**Managing Population Change** • Population challenges in Australia • Global population change

Assessment

In Unit 1 and Unit 2, schools develop at least two but no more than four assessments, complete at least one assessment for each unit and ensure that each unit objective is assessed at least once. In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

Summative Assessments

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

Legal Studies

General

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative Assessments

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

Modern History

General

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.
Students learn that the past in contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences, they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them 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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern world • French Revolution (1789 – 1799) • Australian Frontier Wars (1788 – 1930's) • Russian Revolution	**Movements in the Modern Worlds** • African-American Civil Rights movement (1954 – 1968) • Anti-apartheid movement in South Africa, 1948 – 1991	**National Experiences in the Modern World** • Germany 1914-now • China 1931 – now • Soviet Union 1920s – 1945s	**International Experiences in the Modern World** • Cold War (1945 – 2014) • Australia's Engagement with Asia (Since 1945) • Space Exploration Since 1950 • Terrorism, anti-terrorism and counter-terrorism since 1984

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 — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Social & Community Studies

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

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one extended response
- no more than two assessments from each technique.

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.

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

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. These industries include 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

****This course is offered as a composite class with Year 11 and 12 students together. ****

Unit 1	Unit 2	Unit 3	Unit 4
My world • Family/carers • Peers • Education	**Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**Our society; culture and identity** • Lifestyle and leisure • The arts, entertainment and sports • Groups in society	**My present; my future** • The present • Future choices

Assessment

In Unit 1 and Unit 2, schools develop at least two but no more than four assessments, complete at least one assessment for each unit and ensure that each unit objective is assessed at least once. In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

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%

Design

General

The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder – centred design Design for other	**Commercial design** Responding to needs and wants	**Human-centred design** Designing with empathy	**Sustainable design** Responding to opportunities

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 — design challenge	20%	Summative internal assessment 3 (IA3): Project	25%
Summative internal assessment 2 (IA2): Project	30%	Summative external assessment (EA): Examination — design challenge	25%

Industrial Graphics Skills

Applied

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

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

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Structure

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option C	Computer Aided Drafting
Unit option E	Graphics for the engineering industry
Unit option B	Computer Aided Manufacturing

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Industrial Technology Skills

Applied

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

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

Pathways

A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

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

Structure

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

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

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

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Physical Education

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In. Unit 1, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity.

Unit 2, 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 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.

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

****This subject runs as an alternative sequence, with Year 11 & 12 together****

Unit 1	Unit 2	Unit 3	Unit 4
Sport psychology and equity in physical activity • Sport psychology integrated with one of the following depending on class size, structure and capabilities **futsal, netball or touch football** • Equity — barriers and enablers integrated with **multiple sports/activities**	**Motor learning, functional anatomy and biomechanics in physical activity** • Motor learning integrated with **volleyball** • Functional anatomy and biomechanics integrated with **golf**	**Tactical awareness and ethics in physical activity** • Tactical awareness integrated with **volleyball** • Ethics and integrity integrated with **multiple sports/activities**	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated with one of the following depending on class size, structure and capabilities **netball, athletics (throws or jumps) or touch football**

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%

Sport & Recreation

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.

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

Unit 1	Unit 2	Unit 3	Unit 4
Emerging trends in sport, fitness & recreation	**Coaching & Officiating**	**Fitness for Sport & Recreation**	**Event Management**
Possible physical activity options: Fast 5 netball, AFL 9s, T20 cricket, Yoga, Lawn bowls, Touch football, Basketball, AFL, Soccer, Netball, Badminton, Table tennis, Variety of fitness and gym sessions			

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Students will also receive an overall subject result (A–E).
Types of assessment include: Performance and Projects

Drama

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.

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

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? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Film, Television & New Media

General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Music

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.

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

<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):
• 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>

Visual Art

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

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 and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

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

Drama in Practice

Applied

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

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

They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

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

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- use elements of drama
- plan drama performances
- communicate ideas
- evaluate drama works

Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script. Students perform the excerpt of the published script from Assessment A1 in an ensemble	**Director's Brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent **Performance** **Performance (live or recorded): up to 4 minutes**

Devising Project	Students plan, devise and evaluate a scene for an identified community issue, story or person of interest	**Devised Scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial Project - Contemporary	Students plan, make an evaluate a directors brief for an excerpt of a published script for a contemporary performance Students act in a scene for a contemporary performance from Assessment C1.	**Director's Brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent **Performance** **Performance (live or recorded): up to 4 minutes**
Devising Project - Contemporary	Students plan, devise and evaluate a scene that comments on a selected social issue that affects the community.	**Devised Scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Music in Practice

Applied

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music.

Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

In Music in Practice, students are involved in using music practices (compose, perform and plan music works) and responding to music works in class, school and the community. Students also respond to their own and others' music works by examining music terminology and language conventions to evaluate their work and the works of others.

Pathways

A course in Music in Practice can establish and provide real world engagement with local community groups, online or digital communicates. It also supports industry engagement through developing transferrable knowledge, skills and understanding for a career in music or the arts.

Objectives

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

- use musical practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

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

Unit option	Unit title
Unit option A	Music of Today
Unit option B	The Cutting Edge
Unit option C	Building your Brand
Unit option D	'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Project – Music of today	Students plan, compose and evaluate contemporary music; students perform contemporary music that has a connection to their school or local community.	**Composition** – up to 3 minutes, or equivalent section of a larger work **Planning and evaluation of composition** 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
Project – The Cutting Edge	Students perform a cover song, focusing on the use of music technology. The plan a performance and evaluate their own or other's performance of a cover song. Students use music technology and production techniques to make a composition that has a connection to their school or local community.	**Performance -** live or recorded, up to 4 minutes **Composition** – up to 3 minutes, or equivalent section of a larger work **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Building your brand	Students perform a cover of current contemporary song that reflects a developing brand and is suitable for alive event or online platform. They plan the performance and evaluate their own or other's performance of the song. Students make an original composition that reflects their developing brand and is suitable for their chosen music streaming platform.	**Performance -** live or recorded, up to 4 minutes **Composition** – up to 3 minutes, or equivalent section of a larger work **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Project – 'Live' on stage	Students plan, make and evaluate a composition for a commercial context. Students perform commercial music with a visual component that is connected to their school or local community	**Performance -** live or recorded, up to 4 minutes **Composition** – up to 3 minutes, or equivalent section of a larger work **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Visual Arts in Practice

Applied

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

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

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

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments (C1, C2, D1 & D2).

Unit 1	Unit 2	Unit 3	Unit 4
Looking Inwards (Self)	**Looking Outwards (Others)**	**Clients**	**Transform and Extend**
A1: Project Make and evaluate an experimental folio that explores representation of self. Plan a resolved artwork	**B1: Project** Create/develop designs of mixed media masks that explores a local, national or global issue. Evaluate others' artwork that represents a local, national or global issue in a social space.	**C1: Project** Make and evaluate a design proposal for a commissioned artwork in response to a client brief. Plan a resolved artwork.	**D1: Project** Make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Plan a resolved artwork.
A2: Resolved artwork Make a resolved artwork that communicates representation of self from Assessment A1.	**B2: Resolved artwork** Make a resolved artwork that communicates about a local, national or global issue in a social space.	**C2: Resolved artwork** Make a resolved artwork that addresses client needs and specifications from Assessment C1.	**D2: Resolved artwork** Make a resolved artwork that communicates a developed style and/or practice and takes inspiration from an artist or artisan from Assessment D1.

Vocational Education & Training

Vocational Education and Training (VET) provides nationally recognised training that equips students with practical skills, industry knowledge, and real-world experience for future careers. At Mackay Northern Beaches State High School, students may access a range of VET qualifications through the school, TAFE and private VET providers.

Why VET?

VET can cater to all the needs of senior students including those seeking university entrance and those seeking employment-specific skills.

- Nationally recognised training that provides students with pathways into the workforce or further education
- VET provides learning opportunities beyond the traditional curriculum.
- Provides Skills needed for employment at any stage of a student formal education or there after

How is VET offered at Mackay Northern Beaches SHS?

Students can study the following qualifications:

- **Internal Certificates**

  Delivered to students under the schools RTO (Registered Training Organisation). Students may study as many of these certificates as they wish without using VETiS funding

- **External Certificates**

  Offered by External Providers (students are able to select only one of these certificates with VETiS funding)

  Additional courses may be selected at full cost (FFS) Fee for Service, as per provider.

- **Certificates are delivered at Mackay Engineering College (Under VETiS Funding arrangement)**

  MEM20422 Certificate II in Engineering Pathways (1 day per week at Mackay Engineering College)
  UEE22020 Certificate II in Electro-technology (Career Start) (18 months, 1 day per week at Mackay Engineering College)
  AUR20720 Certificate II in Automotive Vocational Preparation (12 months 1 day per week at Mackay Engineering College)

Start Tafe Now (STN)

The Start TAFE Now (STN) program by CQUniversity provides high school students in Years 10, 11, and 12 the opportunity to study TAFE qualifications that can contribute to their Queensland Certificate of Education (QCE) or Australian Tertiary Admission Rank (ATAR) for Year 11 and 12 students. Courses include both subsidised (VETiS funded) and non-subsidised options, with some available online or on campus. Please contact the Head of Year 10 or Vocational Officer for more information for next years offerings.

School-based apprenticeships and traineeships (SATs)

SATs allow students to work for an employer and train towards a recognised qualification under contract of training while completing their school studies. Students whose SAT is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship. **Please note that VETiS funding can only be applied to either a VETiS Funded course or a School-based apprenticeship and traineeship.**

VET and the Queensland Certificate of Education (QCE)

Certificates II, III and IV

A Certificate II is worth up to four credits towards a QCE, while most Certificates III and IV are worth up to eight credits. There is no limit on the number of Certificates II, III and IV that may contribute to a QCE. A Certificate III or above may also contribute to an ATAR if a student is also studying at least 4 General Subjects. A student who completes a Certificate III or higher may also achieve a selection ranking which can be used to gain entry to some University courses

QCE Credits

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.

Other important information about VET Courses

RTO Obligation – Mackay Northern Beaches (RTO Number 41353)

As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website).

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of any qualification, students who are deemed competent in all units of competency as per the packaging rules will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Work placement and experience

Some vocational subjects require mandatory work placement hours. Achievement of these hours is needed to obtain the qualification. Please see relevant subject page for more information.

For those subjects that do not have hours attached, it is recommended for students to organise their own work experience to reinforce learning within their subject and build connections within industry.

Assessment

Assessment in Vocational Education and Training (VET) is competency-based, focusing on a student's ability to demonstrate the skills and knowledge required to meet industry standards. A range of assessment methods may be used to provide students with opportunities to demonstrate their competency, including:

• Workplace and practical observations
• Portfolios and folios of evidence
• Written and verbal questioning
• Individual and group projects
• Written assignments and practical tasks

These assessment approaches are designed to reflect real-world workplace expectations and support students in achieving nationally recognised qualifications.

Wellbeing and Support

Students have access to a wide range of support, wellbeing and guidance services at Mackay Northern Beaches SHS, including:

- Heads of Year
- Head of Department
- Trainers and Assessors
- Guidance Officer
- Learning Support Teachers
- School Nurse
- Youth Support Coordinator

SIT20125 Certificate II in Tourism

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Mackay Northern Beaches State High (RTO Code: 41353)

Potential QCE Credits
Up to 4 Credits

Entry requirements

- Students require a USI.
- A sound (pass) achievement in English and Mathematics is desirable

Mode of Delivery
Face to face delivery

Fees
NIL Subject Fees, excursion fees may apply

Duration, location and Commencement Date
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Qualification description
This course is designed to provide students with a variety of intellectual, technical, operational, office and workplace skills. It also enables students to gain an understanding of the role of the tourism and business industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. This subject is aimed at students who wish to gain an awareness of working or studying in the tourism and business industries.

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

Learning Outcomes & Experiences
In this subject, students will:

- Participate in a variety of excursions designed to strengthen and reinforce student's knowledge and understanding of the Tourism industry
- Become proficient with the foundations of the Tourism industry
- Design Australian and International travel packages for clients
- Achieve skills in leadership, innovation, customer service and personal management.

Pathways
This qualification may articulate into:

- SIT30125 Certificate III in Tourism
- work within a business/office administration area, or tourism industry: attractions attendant, tour guide, event management, hotel management, travel agent.

Work placement
It is recommended for students to organise their own work experience locations by speaking with the work placement coordinator at school.

Course units
To attain an **SIT20116 Certificate II in Tourism**, 11 units of competency must be achieved:

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

Training and Assessment Delivery
This program is delivered at the school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Mackay Northern Beaches SHS, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory and face-to-face practical training in school. Practical projects and assessments are completed on site at the student's school.

VET

CHC30125 Certificate III in Childhood Education & Care

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Mackay Northern Beaches State High (RTO Code: 41353)

Potential QCE Credits
Up to 8 Credits

Entry requirements

- Students require a USI
- Students must apply for a Bluecard (Working with Children Check), school can help with the application but students must get a CRN (Customer Reference Number) from the Motor Registry
- A sound (pass) achievement in English and Mathematics is desirable

NATIONALLY RECOGNISED TRAINING

Mode of Delivery
Face to face delivery

Fees
NIL Subject Fees,

Students are required to complete a First Aid and CPR course as part of this certificate through Third Party Arrangement, fees will apply.

Duration, location and Commencement Date
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Qualification description
This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.
Students must be prepared to complete assessments and work experience competencies and hours outside of school class hours. **To achieve this qualification, the individual must complete at least 160 hours of work experience in a regulated children's education and care service in Australia**, as detailed in the Assessment Requirements of units of competency
Refer to training.gov.au for specific information about the qualification.

Learning Outcomes & Experiences
In this subject, students will:

- Undertake work experience in a regulated children's education and care service and be observed demonstrating the skills and knowledge required to work in the early childhood sector
- Complete theory modules with written and verbal exams
- Create industry related projects which can be used in the workplace to support the holistic development of children in early childhood
- Collaboratively work with trained colleagues to maintain an environment safe for children and young people

Pathways
Early childhood educators work in long day care centres, family day care, outside school hours care, pre-schools or kindergartens, occasional care as well as informal care such as babysitting/nanny work

Work placement
Students are required to complete at least 160 hours work experience at an approved provider.
Students are required to complete a Logbook as part of their placement.

Course units
To attain a **CHC30125 Certificate III in Early Childhood Education & Care**, 17 units of competency must be achieved:

Unit code	Title
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting (Provided by a Third Party)
HLTWHS001	Participate in workplace health and safety
HLTFSE001	Reflect on and improve own professional practice
CHCDIV001	Work with diverse people

Training and Assessment Delivery
This program is delivered at the school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Mackay Northern Beaches SHS, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory and face-to-face practical training in school. Practical projects and assessments are completed on site at the student's school.

VET

ICT20120 Certificate II in Applied Digital Technologies

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Mackay Northern Beaches State High (RTO Code: 41353)

Potential QCE Credits
Up to 4 Credits

Entry requirements
- Students require a USI.
- A sound (pass) achievement in English and Mathematics is desirable

Mode of Delivery
Face to face delivery

Fees
NIL Fees

Duration, location and Commencement Date
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Qualification description
The qualification is designed for those developing the necessary digital and technology skills in preparation for work.
These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

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

Course units
To attain an ICT20120 Certificate II in Applied Digital Technologies, 12 units of competency must be achieved:

Unit code	Title
BSBWHS211	Contribute to health and safety of self and others
BSBSUS211	Participate in sustainable work practices
ICTICT213	Use computer operating systems and hardware
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT214	Operate application software packages
ICTICT215	Operate a digital media technology package
BSBTEC303	Create electronic presentations
ICTICT207	Integrate commercial computing packages
ICTSAS203	Connect hardware peripherals
ICPDMT3460	Incorporate video into multimedia presentation
CUADIG303	Produce and prepare photo images
ICTWEB306	Develop web presence using social media

Pathways
This qualification may articulate into:
- further training,
- This course will prepare you for basic Information Technology roles that require a range of basic procedural and operational tasks along with digital and technology skills.

Training and Assessment Delivery
This program is delivered at the school during timetabled classes by qualified trainers and assessors.
Students are enrolled with Mackay Northern Beaches SHS, who is responsible for all training and assessment and issues qualifications and statements of attainment.
Training is delivered through online theory and face-to-face practical training in school. Practical projects and assessments are completed on site at the student's school.

VET

CUA20225 Certificate II in Creative Industries

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Mackay Northern Beaches State High (RTO Code: 41353)

Potential QCE Credits
Up to 4 Credits

Entry requirements
- Students require a USI.
- A sound (pass) achievement in English and Mathematics is desirable

Mode of Delivery
Face to face delivery

Fees
NIL Fees

NATIONALLY RECOGNISED TRAINING

Duration, location and Commencement Date
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Qualification description
This course is designed to provide students with a variety of intellectual, technical and operational skills needed to succeed in the performance industry. It also enables students to gain an understanding of the supporting role people play within the Creative Industries sector. This subject is aimed at students who wish to gain an awareness of, working or studying in the performance and creative industries.

In this subject, students will:
- Participate in a variety of excursions designed to strengthen and reinforce student's knowledge and understanding of the Performance industry
- Become proficient in stage management duties
- Become proficient in technical equipment including sound and lighting desks, lights and sound recording hardware and software
- Achieve skills in leadership, innovation and personal management

Course units
To attain a **CUA20225 Certificate II in Creative Industries**, 10 units of competency must be

Unit code	Title
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
CUAEVP211	Assist with the staging of public activities or events
CUAPRP201	Develop basic prop construction skills
CUAFOH211	Undertake routine front of house duties
CUAFOH212	Usher patrons
CUALGT211	Develop basic lighting skills
CUASOU211	Develop basic audio skills and knowledge
CUASOU212	Perform basic sound editing

Pathways
This qualification prepares students for further education, training and employment in the fields of:
- Performance Industry: sound technician, lighting technician, event management, stage manager, record producer, sound engineer, tour manager

Training and Assessment Delivery
This program is delivered at the school during timetabled classes by qualified trainers and assessors.
Students are enrolled with Mackay Northern Beaches SHS, who is responsible for all training and assessment and issues qualifications and statements of attainment.
Training is delivered through online theory and face-to-face practical training in school. Practical projects and assessments are completed on site at the student's school.

VET

CHC24015 Certificate II in Active Volunteering

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Mackay Northern Beaches State High (RTO Code: 41353)

Potential QCE Credits
Up to 4 Credits

Entry requirements
- Students require a USI.

Mode of Delivery
Face to face delivery

Fees
NIL Fees

Duration, location and Commencement Date
This is a one-year course delivered in Year 12 on site at Mackay Northern Beaches SHS.

Qualification description
This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.
This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.
To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency. Ideally these hours will be completed at school doing volunteer sporting activities and senior fundraising activities. Student may also organise outside volunteer work but will need to complete Work Experience forms before commencing placement. A logbook will need to be completed while doing volunteer hours.

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

Course units
To attain a **CHC24015 Certificate II in Active Volunteering**, 7 units of competency must be achieved:

Unit code	Title
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
BSBCMM201	Communicate in the workplace
HLTWHS001	Participate in workplace health and safety
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Pathways
This qualification may allow individuals to work in a voluntary capacity across a range of industries and organisations in a variety of contexts. Organisations may require volunteers to undergo relevant background checks.

Training and Assessment Delivery
This program is delivered at the school during timetabled classes by qualified trainers and assessors.
Students are enrolled with Mackay Northern Beaches SHS, who is responsible for all training and assessment and issues qualifications and statements of attainment.
Training is delivered through online theory and face-to-face practical training in school. Practical projects and assessments are completed on site at the student's school.

VET

SIT20322 Certificate II in Hospitality

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Blueprint Career Development (RTO Code: 30978)

www. blueprintcd.com.au
1300 851 550

QCE Credits: 4 Core Credits

Description
The **SIT20322 Certificate II in Hospitality** introduces students to the fast-paced and customer-focused hospitality industry. This practical course is suited to students interested in cafés, restaurants, events, tourism, accommodation, and food and beverage service.

Students will gain foundational skills and knowledge to support entry-level hospitality work and future study pathways.

Commencing in Year 11, the course is delivered in school during normal timetabled hours and is completed over two years. Participation in a Blueprint Career Development VETiS program requires school approval.

Application
Students will develop skills in:

- Customer service
- Food hygiene and safety
- Workplace health and safety
- Teamwork and communication
- Social and cultural awareness
- Responsible service practices

On successful completion, students may achieve: Skill development opportunities in RSA and RSG-related practices

Pathway options may include:
This qualification may support pathways into roles such as:

- Barista
- Food and beverage assistant
- Café or restaurant team member
- Hospitality trainee or apprentice
- Further study in Hospitality

Practical Placement / Shifts
As part of this course, students are required to complete 12 hospitality shifts to develop and demonstrate practical workplace skills in a real or simulated hospitality environment.

Eligibility - Cost
VETiS-funded students
Eligible students may access QLD SAS VET in Schools (VETiS) funding for this qualification. Where eligibility requirements are met and VETiS funding is used, the course may be delivered at no cost to the student.

Fee-for-Service students
Students who are not eligible for VETiS funding, or who do not access VETiS funding for this course, may enrol on a Fee-for-Service basis.

Fee-for-Service cost: $1,320 per student (SIT20322 Cert II in Hospitality)

For more information on the funding policy, visit:
https://www.blueprintcd.com.au/vetis-qualifications-fees

Course units
To attain an **SIT20322 Certificate II in Hospitality**, 12 units of competency must be achieved:

Unit code	Unit name
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
BSBTWK201	Work effectively with others
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHCCC024	Prepare and present simple dishes
SITHGAM022	Provide responsible gambling
SITHCCC025	Prepare and present sandwiches

Other Information
Students who successfully complete the SIT20322 Certificate II in Hospitality may choose to continue their studies by enrolling in the SIT30622 Certificate III in Hospitality for an additional fee of $450. The Cert II must be completed before end of Term 1 in Year 12 for students to be successful, students completing a Cert III will be required to work independently and will need to complete an additional 24 Vocational shifts at a suitable hospitality establishment.

Training and Assessment Delivery
The Blueprint Career Development VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blueprint Career Development, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blueprint Career Development aXcelerate Program and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

VET

CPC20220 Certificate II in Construction Pathways

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description
The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application
The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost
This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.

For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery
The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction (‘White Card’).
- More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

VET

MEM20422 Certificate II in Engineering Pathways

Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description
The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application
The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost
This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.

For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery
The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

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

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

VET

HLT33115 Certificate III in Health Services Assistance

Vocational Education & Training (VET) Qualification
Includes HLT23221 Certificate II in Health Support Services

REGISTERED TRAINING ORGANISATION: IVET Institute (RTO Code: 40548)

www.ivet.edu.au
1300 00 IVET
admin@ivet.edu.au

IVET INSTITUTE
RTO ID: 40548

QCE Credits: Up to 8 Core Credits

Description
The Certificate III in Health Services Assistance prepares students for entry-level roles in hospitals and healthcare facilities – developing practical skills in patient care, infection control, and medical terminology. Students explore a variety of support roles within the healthcare system, gaining real-world experience and foundational knowledge to thrive in fast-paced clinical environments.
This course offers a clear pathway into employment or further study in nursing, allied health, or other health-related fields, helping schools deliver a high-impact vocational program that meets growing workforce demand.

Commencing in Year 11, the course is delivered in school during normal timetable hours and is completed over two years in conjunction with the HLT23221 Certificate II in Health Support Services.

Students will need to complete the Cert II in Health Support Services to go on to start the Cert III in Health Services Assistant.

Participation in an IVET Institute VETiS program requires school approval.

Learning Areas

- Australian healthcare system
- Interpreting and applying medical terminology
- Healthy body systems
- Allied Health Roles
- Assisting with movement
- Communicating with clients
- Infection prevention and control
- Interactive simulated workplace practice

Job Role Outcomes

- Nursing Assistant
- Ward Assistant and Orderly
- Health professional assistants, such as Medical Receptionists and Dental Assistants
- Allied Health Roles

Eligibility - Cost
This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one Certificate II approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of:

- $440.00 for HLT23221 Cert II in Health Support Services (Year 11)
- **$330.00 for HLT33115 Cert III in Health Services Assistant (Year 12)**

Please note: There is no funding available for Certificate III, all students will pay a Fee for Service (FFS) for Certificate III Health Services Assistant in Year 12

For eligibility requirements, refer to the IVET website:
https://ivet.edu.au/

For information on the refund policy, visit:
https://ivet.edu.au/policy-procedure/

Training and Assessment Delivery
The IVET Institute VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.
Students are enrolled with IVET Institute, who is responsible for all training and assessment and issues qualifications and statements of attainment.
Training is delivered through online theory via IVET Learning Management System and face-to-face practical training during school lessons.

Units – Year 1		
HLTWHS001	Participate in workplace health and safety	Core
CHCCOM005	Communicate and work in health or community services	Core
CHCDIV001	Work with diverse people	Core
HLTINF006	Apply basic principles and practices of infection prevention and control	Core
CHCCCS010	Maintain a high standard of service	Elective
BSBPEF202	Plan and apply time management	Elective
BSBOPS203	Deliver a service to customers	Elective
HLTHSS009	Perform general cleaning tasks in a clinical setting	Elective
BSBOPS101	Use business resources	Elective
BSBTEC201	Use business software applications	Elective
BSBINS201	Process and maintain workplace information	Elective
HLTAID011	Provide first aid∞	Import
Units – Year 2		
BSBWOR301	Organise personal work priorities and development	NA
CHCPRP005	Engage with health professionals and the health system	NA
CHCCCS009	Facilitate responsible behaviour	NA
HLTAAP001	Recognise healthy body systems	NA
BSBMED301	Interpret and apply medical terminology appropriately	NA
CHCCCS020	Respond effectively to behaviours of concern	NA
CHCCCS002	Assist with movement	NA
CHCCOM001	Provide first point of contact	NA

Notes:

- # The HLTINF006 unit requires some skills to be demonstrated in a real workplace setting (which is incorporated into the assessment).
- ∞ This unit is offered separately and incurs an additional fee to the standard course cost. Please contact us for current pricing and availability
- More information about this qualification is available at: https://training.gov.au/Training/Details/HLT23221

VET

SIS30321 Certificate III in Fitness

Vocational Education & Training (VET) Qualification
Includes SIS20122 Certificate II in Sport & Recreation

REGISTERED TRAINING ORGANISATION: CQUniversity Australia (RTO Code: 40939)

www.CQU.edu.au
13 27 86

QCE Credits: Up to 8 Core Credits

Description
The SIS30321 Certificate III in Fitness qualification reflects the role of group and gym fitness instructors. The qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

The SIS20122 Certificate II in Sports & Recreation qualification allows individuals to develop basic functional knowledge and skills for work in the sport or community recreation industry. These individuals are competent in a range of skills associated with organising and delivering sports and activity sessions within a team and under supervision. They are involved in mainly routine and repetitive tasks including skill development, organising facilities and equipment and associated administration tasks.

Commencing in Year 11, the course is delivered in school during normal timetabled hours and is completed over two years in conjunction with the SIS20122 Certificate II in Sport & Recreation. Students are required to undertake training days at the CQU facility at Mackay City Campus to successfully complete all components of this course.

Participation in CQ University Australia VETiS program requires school approval.

Students must be prepared to undertake two compulsory practical days at CQU Mackay City Campus.

Pathway Options
Prepares students for further education, training and employment in the fields of:
- Fitness industry: SIS40221 – Certificate IV in Fitness (Personal Trainer)
- Completion of a Certificate III or above may be used to allocate an entry score or selection rank and may provide applicants with the option to apply directly to eligible CQUniversity courses

All students will complete both certificates. The Certificate III can contribute to an ATAR for eligible students. Refer to training.gov.au for specific information about the qualifications.

Eligibility - Cost
The SIS20122 Certificate II in Sport & Recreation qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one Certificate II approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of:
- $1350 for SIS20122 Certificate II in Sport & Recreation (Year 11) – Current 2026 price (subject to change)
- **$400 for SIS30321 Certificate III in Fitness (Year 12) – Current 2026 price (subject to change) This fee is only available for VETiS students if they have completed or are enrolled at the same time in SIS20122 Certificate II in Sport and Recreation.**

Please note:
- **CQUniversity Australia reserves the right to adjust these fees on an annual basis. These fees are for the 2026 Calendar Year.**
- **There is no funding available for Certificate III, all students will pay a Fee for Service (FFS) for SIS30321 Certificate III in Fitness**

For eligibility requirements, refer to the CQU website:
https://www.cqu.edu.au/study/course-fees/subsidised-training/vet-in-schools-vetis

Mackay Northern Beaches State High School will assist you in applying for a CQUniversity TAFE Course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy, numeracy and digital literacy assessment, called the bksb (Basic Key Skills Builder) unless student has completed an equal or higher-level course.

For information on the refund policy, visit:
https://delivery-cqucontenthub.stylelabs.cloud/api/public/content/student-refund-and-credit-balance-policy-and-procedure-policy

Training and Assessment Delivery
The CQ University Australia VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessor, Students also attend compulsory practical sessions at Mackay City Campus twice per term.

Students are enrolled with CQUniversity Australia, RTO Code 40939, and are responsible for all conducting training, assessment and issuance of qualifications and statement of attainments.

Training is delivered through online theory via CQU Moodle System and face-to-face practical training during school lessons.

Units – SIS20122 – Certificate II in Sport & Recreation	
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
HLTWHS001	Participate in workplace health and safety
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXFAC007	Maintain clean facilities
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
HLTAID011	Provide first aid
Units – SIS30321 Certificate III in Fitness	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT052	Provide healthy eating information
* HLTWHS001	Participate in workplace health and safety
* SISXEMR003	Respond to emergency situations
* SISXFAC006	Maintain activity equipment
* SISXFAC007	Maintain clean facilities
* BSBPEF301	Organise personal work priorities
* BSBXTW301	Work in a team
* HLTAID011	Provide first aid

Notes:
To attain a SIS20122 Certificate II in Sport and Recreation 10 units of competency must be achieved & SIS30321 Certificate III in Fitness, 15 units of competency must be achieved.
* 7 units will be Credit Transfers into SIS30321 once successfully completed within SIS20122.

AUR20720 Certificate II in Automotive Vocational Preparation

This is an introductory qualification which covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components, systems of vehicles and powered equipment. The course will suit students who enjoy mechanical processes and problem solving and may lead to employment in the broader automotive industry.

Course Duration: 1 school year
Work Experience: 15 days minimum
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $280 (includes materials used, work placement fees & excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Senior Students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

Competency code	Competency title	C/E
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	C
AURAFA103	Communicate effectively in an automotive workplace	C
AURAFA104	Resolve routine problems in an automotive workplace	C
AURASA102	Follow safe working practices in an automotive workplace	C
AURETR103	Identify automotive mechanical systems and components	C
AURTTK102	Use and maintain tools and equipment in an automotive workplace	C
AURLTA101	Identify automotive mechanical systems and components	C
AURETR006	Solder electrical wiring and circuits	E
AURTTA002	Assist with automotive workplace activities	E
AURETR115	Inspect test and service batteries	E
AURTTA127	Carry out basic vehicle servicing operations	E
AURLTJ003	Remove and replace wheel and tyre assemblies	E

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 4898 0333.

171 Boundary Road, Ooralea 4740
PO Box 5667, Mackay Mail Centre 4740
Ph. 07 4898 0333
www.mec.eq.edu.au
admin@mec.eq.edu.au

UEE22025 Certificate II in Electro-technology (Career Start)

The course is ideal for students wanting to gain an insight into the electrical industry and the course will suit students who enjoy problem solving, working with technology and who want a career in the Electrotechnology industry.

Course Duration: 1 week, Year 10, Term 4, Week 9, and 1 school year for duration of Year 11.
Work Experience: Minimum 1 week per term (20 days total)
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $400.00 (includes materials, work placement fees, excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

COMPETENCY CODE	COMPETENCY TITLE
UEECD0007	Apply Work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single paths circuits
UEECD0052	Use of routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
CPCWHS1001	Work safely in the construction industry
HLTAID009	Provide cardiopulmonary resuscitation
BSBOPS203	Deliver a service to customers
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electro technology equipment
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEECO0002	Maintain documentation
UEERE0087	Provide basic sustainable energy solutions for energy management in residential premises

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 4898 0333.

171 Boundary Road, Ooralea 4740
PO Box 5667, Mackay Mail Centre 4740
Ph. 07 4898 0333
www.mec.eq.edu.au
admin@mec.eq.edu.au

MEM20422 Certificate II in Engineering Pathways

This course provides students with a range of introductory vocational skills for in a variety of engineering and manufacturing environments. Students will have an array of opportunities to enhance their work readiness in an applied learning environment which may assist in securing an apprenticeship.

Course Duration: 2 school years (1 day per week)
Work Experience: Minimum 1 week per term (7 weeks total over 2 years)
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $470.00 per year approx. (includes materials, work placement fees, excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who met the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

Competency Code	Competency Title	Planned Commencement	
		1st year	2nd year
MEM13015	Work safely and effectively in manufacturing and engineering	✓	
MEMPE005	Develop a career plan for the engineering & manufacturing industry	✓	
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/ handheld operations	✓	
MEMPE001	Use engineering workshop machines		✓
MEMPE002	Use electric welding machines	✓	
MEM11011	Undertake manual handling		✓
MEMPE007	Pull apart and reassemble engineering mechanism	✓	
MEMPE003	Use oxy/acetylene and soldering equipment	✓	

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 4898 0333.

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