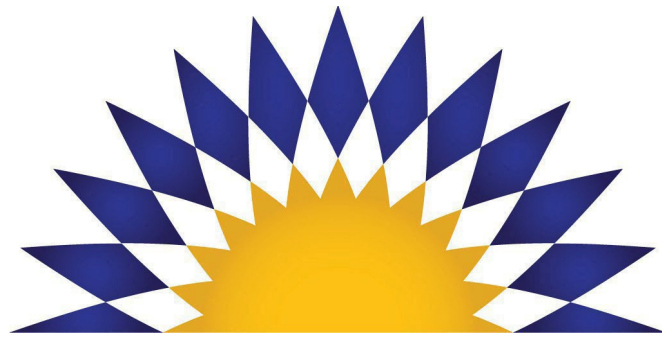




NAMBOUR
STATE COLLEGE

Year 10 into 11 Subject Handbook



**Queensland
Government**

RTO Provider 30084

Junior Campus 70 Coronation Avenue, Nambour QLD 4560 Phone: 5459 0333

Senior Campus 1 Carroll Street, Nambour QLD 4560 Phone: 5450 4111

info@namboursc.eq.edu.au <https://namboursc.eq.edu.au>

Nambour State College

LOCAL FOUNDATIONS; GLOBAL OPPORTUNITIES



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Introduction to senior studies

Students who elect to continue their studies through to Year 11 and 12 need to consider the following very carefully - their choice of subjects and the expectations of students in Year 11 and 12.

Choice of subjects

When selecting subjects for Year 11 you should ask yourself the following questions:

- What subjects do I enjoy?
- What subjects did I do well in Year 10?
- What subjects do my teachers recommend for me?
- Do I want to obtain an ATAR (the Australian Tertiary Admission Rank)?
- Are there particular subjects needed for entry to a tertiary course in which I am interested?
- Have I spoken to the Guidance Officer to discuss any matters I am unsure of for career guidance?
- Have I discussed subject selection with my parents / carers?
- Do I know how many general subjects are needed to obtain an ATAR?

Expectations of students at senior level

Many students find it difficult to make the transition from Year 10 to Year 11, and are often disappointed that they do not achieve as well as they did previously. Some of the reasons for this might include:

- Year 11 work is more complex and demanding, requiring greater application to your studies than required for success in Year 10.
- More research and assignment work are included in Year 11 work programs.
- Assessment in Year 11 increases in complexity.

In order to maximise their potential in Year 11, students need to:

- Select subjects, which are suited to their needs and abilities.
- Be cautious with their initial selection, as it is not easy to change subjects later for a variety of reasons.
- Draw up a study plan to ensure that all tasks are completed on time.
- Ensure that there is a proper balance between school, social and work commitments.
- Seek advice from teachers or other school staff if they are experiencing difficulties.
- Have a clear goal to achieve at the completion of Year 12.
- Allocate two to three hours of study per night if choosing an ATAR pathway.

Key staff

Role	Name
College Principal	Mr Anthony Green
Senior Campus Principal	Ms Michele Kirkland
Deputy Principal	Ms Ainslie Walsh
Deputy Principal	Ms Julie Weber
Deputy Principal	Mr Stephen McHugh
Head of Department - English	Mrs Deb Ackerman
Head of Department - Mathematics	Dr Amanda Strachan
Head of Department - Science	Mrs Liz Kapiotas
Head of Department - Health and Physical Education	Ms Jemma Bulmer
Head of Department - The Arts	Mrs Elizabeth Clout
Head of Department - Vocational Education & Training and Digital Technologies, Industrial technology and Design (INTAD)	Mr Craig Boardman
Head of Department - Global Engagement	Mrs Laurina Chandler
Head of Department - Senior Secondary	Ms Sarah Daniels
Head of Department - Student Services	Ms Kelli Swan
Head of Department - Inclusion	Ms Heidi Kasteel

Subject selection processes

Term 3:

Subject information presentations

Heads of Department present subject and pathway information for senior subjects to students during school.

SET Plan interview and subject selection

Year 10 students attend a Senior Education and Training (SET) Plan interview with a staff member to formalise the SET Plan including Year 11 subject selection.

Subjects will only run if a sufficient number of students select the subject and the relevant resources are available.

Prerequisites – it is highly recommended that students achieve the shown recommended prerequisites for each general subject to ensure that they have the required knowledge and skills to enable success in the subject.

References

Publications that can assist with subject selection include:

- Tertiary Institutions, websites, handbooks and course guides.
- Queensland Curriculum and Assessment Authority – Senior Secondary section at www.qcaa.qld.edu.au
- QTAC Guide www.qtac.edu.au
- Brochures describing various jobs.
- Information on scholarships, assessing financial support etc. Please note copies are also available from the Guidance Office

To the student – guidelines for selecting subjects

When considering your subjects, you should be aware of your abilities and your willingness to work, as well as your interests and your career goals. It makes sense to continue with the subjects you enjoy – Year 11 is challenging enough without having to study a subject you dislike. At the same time, be aware of the employment implications of your choice and try to ensure a balance to give you a sound, rounded education to prepare you for a future, which might be full of changes.

Your Year 10 results are actually good indicators of the subjects you should consider for Years 11 and 12. Your interests, abilities and willingness to work will be evidenced in these results. Your teachers and Heads of Department can also provide advice.

Many tertiary courses insist on sound achievement or higher in pre-requisite senior subjects, and if you have a particular tertiary course in mind you should ensure its prerequisites are among your choices. In general, the more technological and scientific career courses require Year 12 maths and science. If you are undecided on a career course, it is important to keep as many options open as possible.

If you are not considering tertiary studies, you still need to consider the type of job skills you should be developing at school to prepare yourself for the job market. Many of our school subjects have been prepared specifically to develop vocational skills.

You should make it your business to find out what each subject entails. Do not rely on what you “think” about a subject or what a friend tells you - read about it, and if you still do not understand, ask your teacher or the relevant Head of Department. Choose your subjects to meet YOUR needs, and not simply those which a friend has chosen.

Remember, it is your future, it is up to you to decide your own pathway.

Pathways to University and Tertiary Study

When considering your Senior Schooling subject selection, it is important to understand what pathway options your subject selection will provide you.

For students wishing to continue studying at a tertiary or university level - there are multiple pathway options.

One option is to use your Australian Tertiary Admissions Rank (ATAR). An ATAR is the primary mechanism used across Australia for tertiary admissions. ATAR is expressed through numbers from 0.00 to 99.95. The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year (QTAC, 2026). Please refer to QTAC website for further information: <https://www.qtac.edu.au/year-12-atar/>

Another option is to use your VET qualification as a selection rank to apply to eligible university courses. The use of a VET qualification to enter university is increasing each year (QTAC, 2026). A completed Australian Qualification Framework (AQF) Certificate III, IV, or Diploma provides a selection rank for admission to a range university diplomas and undergraduate degrees.

VET Qualification	Selection Rank
Certificate III	68
Certificate IV	74
Diploma	84

For some degrees, your qualification may provide you with certainty with a VET guarantee admission pathway. You will need to check your eligibility with each university – as there are varying entry requirements.

The third option is to apply to a Bridging Course or a Tertiary Preparation Program. These courses can be completed at university or at TAFE. Again, each course / program have varying entry requirements and it is important to check each university's entry requirements. The Tertiary Preparation Programs are currently government funded (fee-free) and see you attending university to prepare you for your next steps into your undergraduate degree. University of the Sunshine Coast, UQ College, Griffith University, QUT, Australian Catholic University, James Cook University, University of Southern Queensland and TAFE Queensland – all offer Tertiary Preparation Programs and variety of Bridging Courses.

A final option is to use high achieving results in Head Start courses offered at university. A HeadStart course is a university subject undertaken whilst still completing high school. For students who complete two or more HeadStart courses and achieve Distinctions or High Distinctions in their HeadStart Courses – the results can be used to calculate a selection rank, thus enabling entry to some university degrees. You must refer to each university's entry requirements to check prerequisites for your preferred course.

It is also important to understand that some university degrees require additional entry requirements such as special examinations, interviews, portfolios and English language proficiency. Always refer to QTAC's subject guide and to your preferred institutions entry requirements.

Perhaps the most important message for our senior students, is that there are always pathway opportunities for students wishing to continue studying. Make sure your reach out to your Senior Schooling Year Level Teams if you have any questions regarding your pathway options to further study.



Queensland Certificate of Education



Planning for learning in Years 11 and 12

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future.

Schools work with Year 10 students and their families to help them plan their education, training and career goals and map their pathway to a Queensland Certificate of Education (QCE).

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success.

The QCE allows students to design a pathway that's right for them — whether their goals after Year 10 are to:

- study at university
- find skilled work
- attend TAFE or other training.

Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority (QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning, at a set standard, in the set pattern and meet literacy and numeracy requirements. They must also complete the QCAA's academic integrity course or equivalent.

Set amount

20 credits from contributing courses of study, including:

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

Set standard

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

Set pattern

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

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

Literacy & numeracy

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

Academic integrity

Students must complete the QCAA's academic integrity course, or an equivalent program which meets the QCAA's requirements.



Subjects and courses

A wide range of subjects and courses can contribute credits to a QCE.

Most students will study six subjects/courses in Years 11 and 12. Many choose to include VET courses as part of their QCE pathway and some choose to extend their learning with university subjects or other recognised courses.

The flexibility of the QCE means that students can choose a pathway to suit their goals.

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

e QCAA General subjects - Core category of learning

General subjects prepare students for tertiary study, further education and training and work. They contribute **up to four credits per subject** to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension.

• QCAA Applied subjects - Core category of learning

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute **up to four credits per subject** to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

e QCAA Short Courses - Preparatory or Complementary category of learning, depending on course

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute **one credit to a QCE**, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

e Vocational education and training (VET) - Core, Preparatory or Complementary category of learning, depending on course

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation.

VET can also lead to further education and training and may contribute **up to eight credits per course** to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

• Other courses - Core, Preparatory or Complementary category of learning, depending on course

Other courses allow students to study a particular area of interest, through recognised certificates and awards, or university subjects studied while at school. QCE credit and ATAR eligibility will vary, depending on the course. Non-Queensland studies such as the International Baccalaureate or courses completed interstate are also included in this category.



What can I study?

The QCE lets you choose from a wide range of subjects and courses. There are three categories of learning - Core, Preparatory and Complementary - and some subjects and courses are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility. You can find a link to the list of 97 QCAA subjects on the myQCE website.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short courses do not contribute
Vocational education and training VET VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III or higher when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by the QCAA	Check with IITAC depends on course



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 Queensland Curriculum and Assessment Authority (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.

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.

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.

Senior external examination

The senior external examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short courses

Short courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and aligns closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in short courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see <https://www.education.gov.au/australian-core-skills-framework>.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and short courses

In addition to literacy and numeracy, general syllabuses and short courses 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 and communication technologies (ICT) skills.

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

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.

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.

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

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

General 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.

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

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

Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. QCAA assessors externally confirm students' results in these assessments. 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 per cent; for mathematics and science subjects it is 50 per cent.

Instrument-specific marking guides

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

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

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

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

External assessment

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

- common to all schools;
- administered under the same conditions at the same time and on the same day; and
- 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.

Instrument-specific standards matrices

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

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.

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
 - students in their final year of senior schooling who are unable to access particular subjects at their school

- adult students (people of any age not enrolled at a Queensland secondary school)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

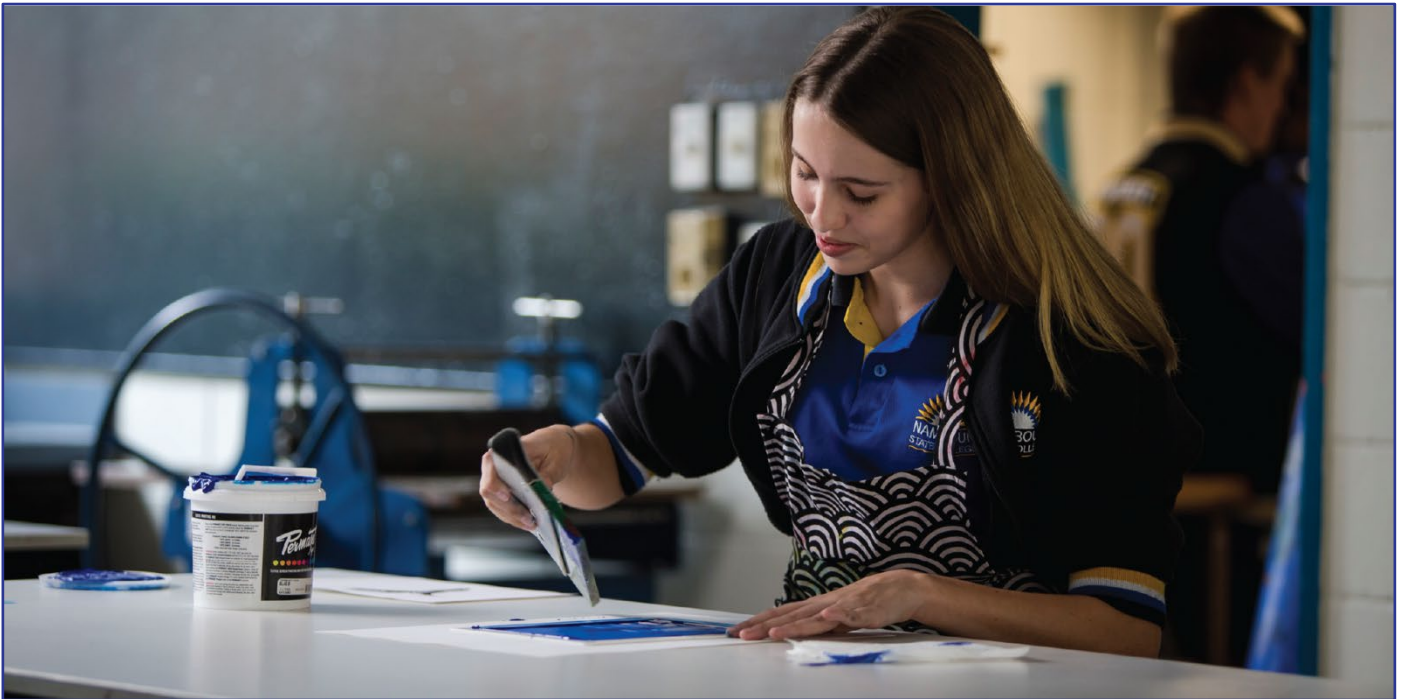
Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.



QCAA senior syllabuses being offered in 2027 at Nambour State College

Mathematics 	General - General Mathematics - Mathematical Methods - Specialist Mathematics	Applied Essential Mathematics	Short Courses Short Course in Numeracy
English 	General - English - Literature - English and Literature Extension (year 12 only)	Applied Essential English	Short Courses Short Course in Literacy
Humanities 	General - Ancient History - Ancient History - Philosophy and Reason - Geography - Legal Studies	Applied Social and Community Studies	Vet Offerings - BSB50120 Diploma of Business 10971NAT Certificate IV in Justice Studies
Technologies and Industrial Design 	General Design	Applied Industrial Technology Skills	Vet Offerings - CPC20220 Certificate II in Construction Pathways - MEM20422 Certificate II Engineering Pathways - MSF20522 Certificate II Furniture Making - ICT30120 Certificate III in Information Technology
Health, Applied Technologies and Physical Education 		Applied - Sport and Recreation - Early Childhood Studies	Vet Offerings - SIT20322 Certificate II in Hospitality - SIS30122 Certificate III in Sports, Aquatics and Recreation - HLT23221 Certificate II Health Support Services
Science and Agricultural Science 	General - Biology - Chemistry - Physics - Psychology		
Languages 	General Japanese		
The Arts 	General - Film, Television and New Media - Music - Visual Art	Applied Drama in Practice	Vet Offerings - CUA31020 Certificate III in Screen and Media - CUA30120 Certificate III in Dance - CUA31125 Certificate III Visual Arts - CUA30920 Certificate III in Music
Miscellaneous On Campus Courses			Vet Offerings FSK20119 Certificate II in Skills for Work and Vocational Pathways
Off Campus Courses	Headstart Distance Education		Vet Offerings - MST20722 Certificate II Apparel, Fashion and Textiles - SHB20216 Certificate II Salon Assistant - AUR20720 Certificate II Automotive Vocational Preparation 11054NAT Certificate II Plumbing - SHB20121 Certificate II Retail Cosmetics - UEE22055 Certificate II in Electrotechnology



Recommended prerequisite: General Math (minimum grade of C) or Mathematical Methods, Year 10 (minimum grade of C)

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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



Recommended prerequisite: Mathematical Methods Year 10 (minimum grade of B or C with teacher recommendation)

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

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

Pathways

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

Objectives

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

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

Structure

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

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



Must be studied in conjunction with Mathematical Methods; studying Specialist Mathematics without mathematical methods is not permitted

Recommended prerequisite: Mathematical Methods Year 10 (minimum grade of B or C with teacher recommendation)

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative assessments

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



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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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



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

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

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

Pathways

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

Objectives

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

- Select and interpret mathematical information
- Select from and use a variety of developing mathematical and problem-solving strategies
- Use oral and written mathematical language and representation to communicate mathematically
- Plan, implement and adjust processes to achieve learning outcomes
- Apply learning strategies

Structure

Schools develop two assessment instruments to determine the student's exit results

Topic 1: Personal Identity and education	Topic 2: The work environment
One assessment consisting of two parts: • An extended response – oral mathematical presentation (Internal assessment 1A) • A student learning journal (Internal assessment 1B)	One assessment consisting of two parts: • An examination – short response (internal assessment 2A) • A student learning journal (Internal assessment 2B)



Recommended prerequisite: English (minimum grade of C)

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

Pathways

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

Objectives

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

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

Structure and assessment

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

Assessment

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

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

Summative assessments

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



Recommended prerequisite: English (minimum grade of C)

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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



This is an elective for Year 12 only. Must study English in Year 11 to be considered for this subject.

Recommended prerequisite: English (minimum grade of C)

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading • Readings and defences Defence of a complex transformation	Exploration and evaluation • Extended academic research paper Theorised exploration of texts

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% • Reading and defence	Summative internal assessment 3 (IA3): 35% • Academic research paper
Summative internal assessment 2 (IA2): 20% • Defence of a complex transformation	Summative external assessment (EA): 25% • Examination — extended response



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

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

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

Pathways

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

Objectives

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

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

Structure

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

Continued next page

Assessment

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

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

Summative assessments

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



Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Literacy is embedded across the school curriculum and is developed through all phases of learning. This Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Pathways

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

Students learn strategies for the core skills:

- writing
- oral communication
- reading and viewing

Objectives

Students have the opportunity to learn how to;

1. **Comprehend ideas and information in familiar and unfamiliar texts**, by drawing on their own life experiences and those in others' texts. They use a variety of explicit reading and viewing strategies to aid comprehension.
As students engage with familiar and unfamiliar texts, they decide on how they will use the ideas and information within these texts, e.g. whether to support or challenge their ideas and information, quote, paraphrase.
2. **Communicate ideas and information** in a range of modes — written, spoken and multimodal.
When students communicate in written, spoken or multimodal responses across a range of text types, they convey ideas and information in ways that are appropriate to purposes, audiences and contexts.

Structure

Schools develop two assessment instruments to determine the student's exit results. The Literacy Short Course is delivered through a novel study and work experience opportunities with a focus on purposeful pathways beyond school.

Topic 1: Personal identity	Topic 2: Workplace contexts
IA1 – Written Response IA2A – Reading Comprehension Exam	IA2B – Reading Comprehension Exam IA3 – Spoken Multimodal



Recommended prerequisite: English (minimum grade of C)

Ancient History provides opportunities for students to study people, societies and civilisations of the past, 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, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Features of ancient societies	Personalities in their time • Personality from the Ancient World 1 • Personality from the Ancient World 2	Reconstructing the ancient world A selection of two of the following historical periods: • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	People, power and authority Schools choose one study of power from: 1. Ancient Egypt — New kingdom imperialism 2. Ancient Greece — the Persian Wars 3. Ancient Greece — the Peloponnesian War 4. Ancient Rome — the Punic Wars 5. Ancient Rome — civil war and the breakdown of the Republic 6. Ancient Rome — the Augustan Age 7. Ancient Rome — Imperial Rome until the fall of the Western Rome Empire 8. Ancient Rome — the Byzantine Empire QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

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



Recommended prerequisite: English (minimum grade of C)

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 is 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
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2
Ideas in the modern world Selection of two of the following topics: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)	Movements in the modern world Selection of two of the following topics: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)

• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.
Unit 3	Unit 4
National experiences in the modern world Selection of two of the following topics: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	International experiences in the modern world One of the following topics will be studied in this unit: • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982.
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): 25% • Examination — essay in response to historical sources	Summative internal assessment 3 (IA3): 25% • Investigation — historical essay based on research
Summative internal assessment 2 (IA2): 25% • Independent source investigation	Summative external assessment (EA): 25% • Examination — short responses to historical sources



Recommended prerequisite: English (minimum grade of C)

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress.

Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason • Fundamentals of reason	Reason in philosophy • Philosophy of religion • Philosophy of science • Philosophy of mind	Moral philosophy and schools of thought • Moral philosophy • Philosophical schools of thought	Social and political philosophy • Rights • Political philosophy

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): 25% • Examination — extended response	Summative internal assessment 3 (IA3): 25% • Analytical essay
Summative internal assessment 2 (IA2): 25% • Analytical essay	Summative external assessment (EA): 25% • Examination — extended response



Recommended prerequisite: English (minimum grade of C)

Geography focuses on the significance of place and space in understanding our world. 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 investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- 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 • Ecological hazard zones.	Planning sustainable places • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity.	Responding to land cover transformations • Land cover transformations and climate change • Responding to local land cover transformations.	Managing population change • Population challenges in Australia • Global population change.

Assessment

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

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

Summative assessments

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



Recommended prerequisite: English (minimum grade of C)

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. 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.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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): 25% • Examination — combination response	Summative internal assessment 3 (IA3): 25% • Investigation — argumentative essay
Summative internal assessment 2 (IA2): 25% • Investigation — inquiry report	Summative external assessment (EA): 25% • Examination — combination response



Recommended prerequisite: Year 10 Japanese (minimum grade C)

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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



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. 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.

Pathways

A course of study in Social and Community studies can establish a basis for further education and employment in many professions and industries such as;

- Hospitality, Retail, Park ranger, Travel agent, Tour guide, Event management/planning, Legal secretary, Artist, Journalist, Social worker.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Option D – legal and Digital Citizenship	Option C – Relationship and Work Environments	Option A – Lifestyle and Financial Choices	Option F – Arts and Identity

Assessment

Assessment in Units 1 and 2 allows teachers can make assessment decisions to suit their students, school context, resources and expertise.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

Types of Assessments are outlined below:

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

Recommended prerequisite: English (minimum grade of C) and Design (minimum grade of C)

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

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 drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- 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
Design in practice • Experiencing design • Design process • Design styles.	Commercial design • Explore — client needs and wants • Develop — collaborativedesign.	Human-centred design • Designingwith empathy.	Sustainable design • Explore — sustainable design opportunities • Develop — redesign.

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): 15% • Examination — design challenge	Summative internal assessment 3 (IA3): 25% • Project
Summative internal assessment 2 (IA2): 35% • Project	Summative external assessment (EA): 25% • Examination — design challenge



Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structure.
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical.
	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping.
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining.
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing

		• Upholstery.
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting.
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication.

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item.



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

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

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

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

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

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

Pathways

A course of study in Sport and 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 will:

- 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

(Continued over)

Structure

The Sport and Recreation course is designed around four unit options selected from the QCAA syllabus.

Year 11 - Units 1 and 2	Year 12 - Units 3 and 4
• Unit Option E - Community Recreation • Unit Option D - Coaching and Officiating	• Unit Option H - Fitness for Sport and Recreation • Unit Option F - Emerging Trends in sport, fitness and recreation.

Assessment

For Sport and Recreation, assessment from Units 3 and 4 is used to determine the student's exit result. Each unit includes two assessment tasks, one performance and one project.

Project	Performance
Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context
Investigation and session plan One of the following: • Multimodal (up to 3 minutes of 6 A4 pages or equivalent digital media) • Spoken (up to 3 minutes) • Written (up to 500 words) Performance Performance up to 4 minutes	Performance Performance up to 4 minutes Planning and evaluation One of the following: • Multimodal (up to 3 minutes of 6 A4 pages or equivalent digital media) • Spoken (up to 3 minutes) • Written (up to 500 words)



Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

Pathways

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

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around four topics.

Core topics

- Children's wellbeing
- Play and creativity
- Literacy and numeracy
- The early childhood education and care sector

Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects
- two investigations.

Project	Investigation
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • performance: continuous class time • product: continuous class time.	• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Recommended prerequisite: English (minimum grade of C) and Biology (minimum grade of C)

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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



Recommended prerequisite: English (minimum grade of C) and Chemistry (minimum grade of C)

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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).

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

Recommended prerequisite: English (minimum grade of C) and Physics (minimum grade of C)

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes, and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counter-intuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics, investigate phenomena and solve problems, collect and analyse data, and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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): 10% • Data test	Summative internal assessment 3 (IA3): 20% • Research investigation
Summative internal assessment 2 (IA2): 20% • Student experiment	
Summative external assessment (EA): 50% • Examination	



Recommended prerequisite: English (minimum grade of C) and Science (minimum grade of C)

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain - Cognitive - Development - Human consciousness and sleep.	Individual behaviour • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation.	Individual thinking • Localisation of function in the brain • Visual perception • Memory • Learning.	The influence of others • Social psychology • Interpersonal processes • Attitudes • Cross-cultural.

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).

Unit 3	Unit 4
SIA1: Data Test: 10%	1A3: Research Investigation: 20%
IA2: Student Experiment: 20%	
EA: External Assessment (Examination) 50%	



Recommended prerequisite: English (minimum grade of C) and Film Television and New Media (minimum grade of C)

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	Story forms • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	Participation • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	Identity • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

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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).

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 15% • Case study investigation	Summative internal assessment 3 (IA3): 35% • Stylistic project
Summative internal assessment 2 (IA2): 25% • Multi-platform project	
Summative external assessment (EA): 25% • Examination — extended response	



Recommended prerequisite: English (minimum grade of C) and Music (minimum grade of C)

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- 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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% • Performance	Summative internal assessment 3 (IA3): 35% • Integrated project
Summative internal assessment 2 (IA2): 20% • Composition	
Summative external assessment (EA): 25% • Examination	



Recommended prerequisite: English (minimum grade of C) and Visual Art (minimum grade of C)

Visual Art provides students with opportunities to 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. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and 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 art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based.	Art as code Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based.	Art as knowledge Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed.	Art as alternate Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed.

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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): 15% • Investigation — inquiry phase 1	Summative internal assessment 3 (IA3): 35% • Project — inquiry phase 3
Summative internal assessment 2 (IA2): 25% • Project — inquiry phase 2	
Summative external assessment (EA): 25% • Examination	



Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students 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.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

The Drama in Practice course is designed around core and elective topics.

Core topics	Elective topics
• Dramatic principles • Dramatic practices.	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre.

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Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • performance onstage (stage acting) - 2–4 minutes: individual - 1½–3 minutes: group • performance onstage (screen acting) - 2–3 minutes: individual - 1½–2 ½ minutes: group • performance offstage (directing, designing) - 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions.	• acting performance (stage) - 3–5 minutes: individual - 2–4 minutes: group • acting performance (screen) - 2½–3½ minutes: individual - 2–3 minutes: group • directing performance - 5–7 minutes: individual (excluding actors delivering text).	• variable conditions.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.



RTO – GETSET Education

RTO Number – 45252

Qualification description	This qualification can allow some students direct entry, course credit or time off a university business degree saving time and money
Entry requirements:	At enrolment, each student will be required to create or supply if previously created a Unique Student Identifier (USI)
Qualification packaging rules:	Total units = 12
Core and electives: Competencies covered: BSBXC501 BSBCRT511 BSBMKG546 SIRXMKT006 BSBFIN501 BSBMKG541 BSBOPS601 SIRXMGT005 BSBOPS501 BSB0OS505 BSB0PS504 BSBSUS511	Lead communication in the workplace Develop critical thinking in others Develop social media engagement plans Develop a social media strategy Manage budgets and financial plans Identify and evaluate marketing opportunities Develop and implement business plans Lead the development of business opportunities Manage business resources Manage organisational customer service Manage business risk Develop workplace policies and procedures for sustainability
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge Classroom for some components of training for required knowledge
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills, and knowledge obtained
Pathways	This qualification will focus on budget and managing business finances, promoting brands using social media and digital tools, creating business plans and marketing strategies.
Fees (additional to SRS charges)	\$899 – payment plans in place for each term
Further information	Laurina Chandler and Craig Boardman

CPC20220 Certificate II in Construction Pathways

VET Certificate courses



RTO – Blue Dog Training (VETiS funded)

RTO Number – 31193

The successful completion of this course gives students (4) points towards QCE.

Qualification 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. 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.
Entry requirements:	There are no entry requirements for this qualification. The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.
Qualification packaging rules:	Total units = 10
Core and electives: Competencies covered: CPCCWHS1001 # CPCCCM2004 * CPCCCM1011 CPCCOM1012 CPCCOM1013 CPCCVE1011 * CPCCWHS2001 CPCCOM1015 CPCCCA2002* CPCCWF2002	Prepare to work safely in the construction industry Handle construction materials Undertake basic estimation and costing Work effectively and sustainably in the construction industry Plan and organise work Undertake a basic construction project Apply WHS requirements, policies and procedures in the construction industry Carry out measurements and calculations Use carpentry tools and equipment Use wall and floor tiling tools and equipment * Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met.

	Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk. # 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').
Learning experiences:	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
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Direct verbal or written questioning checklist.
Pathways: Fees (additional to SRS charges):	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. 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
Further information:	Please contact Craig Boardman



RTO - Nambour State College

RTO Number – 30084

The successful completion of this course gives students (8) points towards QCE.

Qualification description:	The CUA30120 - Certificate III in Dance is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	An audition or other form of evidence where the candidate demonstrates competence in at least one dance style at Certificate II level.
Qualification packaging rules:	Total units = 13 (6 core units + 7 elective units from the list below).
Core and electives: Competencies covered: CUACHR311 CUADAN331 CUAIND311 CUAPRF317 CUAWHS311 CUADAN315 CUADAN318 CUADAN319 CUACIR301 CUADLT311 CUACOS304 CUAMUP311 CUADAN212	Develop basic dance composition skills Integrate rhythm into movement activities Work effectively in the creative arts industry Develop performance techniques Condition the body for dance performance Increase depth of jazz dance technique Increase depth of contemporary dance technique Increase depth of street dance technique Perform basic on-ground acrobatic techniques Develop basic dance analysis skills Develop and apply knowledge of costume Prepare personal appearance for performances Incorporate artistic expression into basic dance performances
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways:	A course of study in Certificate III in Dance can establish a basis for further education and employment in the fields Dance and broader Arts industries. Fields that students may pursue from this course are assistant dance teacher 5 – 10 year olds, ensemble dancer, trainee dancer, choreographer, commercial performer (concert back up dancer, film clip, movie, television advertisements, preparation for tertiary dance studies (bachelor, honours, PHD), rehearsal director, creative director, dance education director of companies, cruise ship dancer (combined with Certificate II in Tourism) or dancer's psychologist, dance specific physiotherapist and/or dietician (combined with a Certificate II in Health). This course can also be a stepping stone into a Certificate IV or Diploma of Dance or Dance Teaching.
Fees (additional to SRS charges):	\$145
Further information:	Please contact Liz Clout, Head of Department The Arts



RTO – Blue Dog Training (VETiS Funded)

RTO Number – 31193

The successful completion of this course gives students (4) points towards QCE.

Qualification 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.
Entry requirements:	There are no entry requirements for this qualification. The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together.
Qualification packaging rules:	Total units = 12 (4 core units + 8 elective units from the list below).
Core and electives: Competencies covered: MEM13015 MEMPE005 MEMPE006 MSMENV272 MEM16008 * MEM18001 * MEM18002 * MEMPE002 MEM16006 * MEMPE007 MEM11011 * MEMPE001	Work safely and effectively in manufacturing and engineering Develop a career plan for the engineering and manufacturing industry Undertake a basic engineering project Participate in environmentally sustainable work practices Interact with computing technology Use hand tools Use power tools/hand held operations Use electric welding machines Organise and communicate information Pull apart and reassemble engineering mechanisms Undertake manual handling Use engineering workshop machines *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
Learning experiences:	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.

Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	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
Further information:	Please contact Craig Boardman

MSF20522 Certificate II Furniture Making Pathways

VET Certificate courses



RTO - Nambour State College

RTO Number – 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The Certificate II in Furniture Making Pathways MSF20522 is based on units of competency selected from the MSF Furnishing Training Package.
Entry requirements:	There are no entry requirements for this qualification. Special requirements - Protective clothing, e.g. workshop apron (optional but recommended), foot protection, i.e. shoes with leather or vinyl uppers are required, hair restraint, i.e. head band/tie back/net. PPE (Personal Protective Equipment) is provided by the school but you may choose to provide your own. Please note: Welding requires special clothing considerations. Easily combustible clothing e.g. nylon/polyester must not be worn.
Qualification packaging rules:	Total units = 12 (5 core units + 7 elective units from the list below).
Core and electives:	
Competencies covered:	
MSMENV272	Participate in environmentally sustainable work practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFP2020	Undertake a basic furniture making project
MSFOPS201	Make measurements and calculations
MSFFP2017	Develop a career plan for the furnishing industry
MSMSUP106	Work in a team
MSFFP2011	Use timber furnishing construction techniques
MSFFP2012	Join furnishing materials
MSFFP2014	Use basic finishing techniques on timber surfaces
MSFGN2004	Produce simple scale drawings by hand
MSFFM2019	Assemble furnishing products
MSFFM2013	Use furniture making hand and power tools
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	\$110
Further information:	Please contact Craig Boardman


RTO – Connect ‘n’ Grow
RTO Number – 40518

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people. Refer to training.gov.au for specific information about the qualification.
Entry requirements:	There are no entry requirements for this qualification. International students may be able to enroll depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator or Connect ‘n’ Grow for further information.
Qualification packaging rules:	Total units = 12 (4 core units + 8 elective units from the list below).
Core and electives: Competencies covered: CHCCOM005 BSBPEF202 BSBINS201 HLTWHS001 CHCDIV001 HLTNF006 HLTHSS009 HLTWHS005 HLTHSS011 BSBOPS203 CHCCCS010 CHCPRP005	Communicate and work in health or community services Plan and apply time management Process and maintain workplace health and safety Participate in workplace health and safety Work with diverse people Apply basic principles and practices of infection prevention and control Perform general cleaning tasks in a clinical setting Conduct manual tasks safely Maintain stock inventory Deliver a service to customers Maintain a high standard of service Engage with health professionals and the health system Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect ‘n’ Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment
Learning experiences:	A range of delivery modes will be used during the teaching and learning of this qualification. These include: • Face-to-face training • Practicals and scenarios • Online learning

Assessment:	Assessment is competency based. Assessment techniques include: • Observation • Folios of work • Questionnaires • Written and practical tasks
Pathways:	This qualification may credit toward various Certificate III's including: • Certificate III Health Services Assistance • Certificate III Community Services • Certificate III Individual Support (Disability and Aged Care)
Fees (additional to SRS charges):	The cost of this course is \$599 must be paid upfront. Is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.
Further information	Please contact Jemma Bulmer: jbulm17@eq.edu.au



RTO – Nambour State College

RTO Number – 30084

The successful completion of this course gives students (4) points towards QCE.

Qualification description:	The SIT20322 is based on units of competency selected from the SIT Tourism, Travel and Hospitality training package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 12 (6 core units + 6 elective units from the list below).
Core and electives: Competencies covered: SITXCOM007 SITXWHS005 BSBTWK201 SITHIND006 SITHIND007 SITXCCS011 SITXFSA005 SITHFAB024 SITHFAB025 SITXFIN007 SITHFAB021 SITHFAB027 Learning experiences:	Show Social and Cultural Sensitivity Participate in safe work practices Work effectively with others Source and use information on the hospitality industry Use hospitality skills effectively Interact with customers Use hygienic practices for food safety Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee Process financial transactions Provide responsible service of alcohol Serve food and beverage • Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Workplacement • External training provider for Responsible Service of Alcohol.
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies • Reports from workplace supervisor and logbook.
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (additional to SRS charges):	\$65
Further information:	Please contact Craig Boardman, Head of Department Vocational Education and Training



RTO – Ripponlea Institute

RTO Number – 21230

Qualification description	The Certificate III in Information Technology provides students with the skills and knowledge for a range of information and communications technology roles.
Entry requirements:	At enrolment, each student will be required to create or supply if previously created a Unique Student Identifier (USI)
Qualification packaging rules:	Total units = 12 (6 core, 6 electives)
Core and electives: Competencies covered: BSBCRT301 BSBXCS303 BSBXTW301 ICTICT313 ICTPRG302 ICTSAS305 CUAANM301 CUAANM302 ICTCLD301 BSBXCS301 CUADIG211	Develop and extend critical and creative thinking skills Securely manage personally identifiable information and workplace information Work in a team Identify IP, ethics and privacy policies in ICT environments Apply introductory programming techniques Provide ICT advice to clients Create 2D digital animations Create 3D digital animations Evaluate characteristics of cloud computing solutions and services Protect own personal online profile from cyber security threats Maintain interactive content
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge Classroom for some components of training for required knowledge
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical projects to be completed according to workshops and assessable elements • Observations ticked of on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills, and knowledge obtained Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways	This qualification is designed to provide skills and basic knowledge for ICT roles including animation, basic cloud computing, basic cyber awareness, digital media skills and generalist IT support services. They develop the capacity to work collaboratively and creatively in a job role, including the application of skills in networking, programming, systems and web development

BYOD Minimum Technology Requirements	• Processor: Intel 11th Gen i5, AMD Ryzen 5 3000 series, Qualcomm Snapdragon X Series or better • Operating system: Windows 11 (version 24H2 or newer) • Memory: 16 GB RAM • Graphics: NVIDIA RTX GPU with 4 GB dedicated VRAM, or integrated Intel/AMD graphics with at least 4 GB shared VRAM • Storage: 256 GB • Display: 14-inch Full HD (1920 × 1080) Recommended: 32 GB RAM, 512 GB storage and a 15.6-inch Full HD display.
Fees (additional to SRS charges)	\$365 per year must be paid upfront
Further information	Craig Boardman



**RTO – Professional Investigators College of
Australasia (PICA)**
RTO Number – 40789

The successful completion of this course gives students (8) points towards QCE.

Qualification description:	Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. Aims: The Certificate IV in Justice Studies course is designed to • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system.
Entry requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills Students are required to undertake an LLN and Digital Literacy testing to determine suitability and any support needs.
Qualification packaging rules:	Total of Units = 10 (6 core, 4 electives)
Core and electives: Competencies covered: NAT10971001 NAT10971002 NAT10971003 BSBXCM401 PSPREG033 BSBLEG421 PSPREG035 PSPREG010 PSPLEG006 PSPETH007 Learning experiences:	Provide information and referral advice on justice-related issues Prepare documentation for court proceedings Analyse social justice issues Apply communication strategies in the workplace Apply Regulatory Powers Apply understanding of the Australian Legal System Produce formal record of interview Prepare a brief of evidence Encourage compliance with legislation in public sector Uphold and support the values and principles of public service Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops. Technology required: access to the internet
Assessment:	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, oral and written questions.
Pathways:	The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Fees (additional to SRS charges):	\$750 up-front fee (current at 30 th April 2026)
Further information	Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.



RTO - COSAMP

RTO Number – 41549

Qualification description	A hands-on qualification that develops creative and practical production skills. Students learn media skills including the basics of picture composition and camera techniques, industry specialised vision and sound editing.
Entry requirements:	At enrolment, each student will be required to create or supply if previously created a Unique Student Identifier (USI)
Qualification packaging rules:	Total units = 11 (3 core, 8 electives)
Core and electives: Competencies covered: CUAIND311 BSBCRT311 CUAWHS312 CUAAIR312 CUAANM301 CUAANM302 CUADES302 CUADIG303 CUADIG304 CUADIG311 CUADIG312 CUAPOS211 CUAWRT301 ICTWEB306 CUACAM211	Work effectively in the creative arts industry Apply critical thinking skills in a team environment Apply work health and safety practices Develop techniques for presenting to camera Create 2D digital animations Create 3D digital animations Explore and apply the creative design process to 2D forms Produce and prepare photo images Create visual design components Prepare video assets Author interactive sequences Perform basic vision and sound editing Write content for a range of media Develop web presence using social media Assist with basic camera shoots
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge Classroom for some components of training for required knowledge
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills, and knowledge obtained • Written assessment questions need to be completed using full sentences and correct punctuation.
Pathways	This qualification introduces students to social media campaign management and content creation for the fast-growing social media sector.
Fees (additional to SRS charges)	\$365 per year must be paid upfront
Further information	Craig Boardman/Liz Clout



RTO - AIET

RTO Number – 40548

Qualification description	This qualification allows students to gain comprehensive knowledge of the sporting industry and develop essential workplace skills. They learn about session preparation, equipment requirements, client interaction, and first aid.
Entry requirements:	At enrolment, each student will be required to create or supply if previously created a Unique Student Identifier (USI)
Qualification packaging rules:	Total units = 15 (6 core, 9 electives)
Core and electives: Competencies covered: HLTWHS001 SISXCCS004 SISXEMR003 SISXFAC006 SISXIND011 BSBWHS308 SISXFAC006 SISXIND011 BSBWHS308 BSBINS302 BSBTEC201 HLTAID011 SIRXSL001 SISCAQU020 BSBCRT311 BSBPEF301 CHCDIV001 SISSPAR009	Organise workplace information Use business software applications Sell to the retail customer Participate in workplace health and safety Provide quality service Respond to emergency situations Maintain activity equipment Maintain sport fitness and recreation industry knowledge Participate in WHS hazard identification risk assessment and risk control processes Organise workplace information Use business software applications Provide first aid Sell to the retail customer Perform water rescues Apply critical thinking skills in a team environment Organise personal work priorities Work with diverse people Participate in conditioning for sport
Learning experiences:	- Face to face in a simulated workplace training environment for required skills - Online for some components of training for required knowledge Classroom for some components of training for required knowledge
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: - Practical projects to be completed according to workshops and assessable elements - Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills, and knowledge obtained
Pathways	This qualification open completion students can pursue opportunities in fitness centres sporting grounds, leisure and aquatic centres and community recreation centres
Fees (additional to SRS charges)	\$340 + \$50 Auspice delivered First Aid Course per year must be paid upfront
Further information	Jemma Bulmer and Craig Boardman

Qualification description:	The CUA31120 - Certificate III in Visual Arts is based on units of competency selected from the CUA Creative Arts and Culture Training Package.
Entry requirements:	There are no entry requirements for this qualification.
Qualification packaging rules:	Total units = 12 (4 core units + 8 elective units from the list below).
Core and electives: Competencies covered: BSBWHS211 CUAACD311 CUAPPR311 CUARES301 CUADRA311 CUAACD201 CUADES301 CUAPPR202 CUAPAI311 CUAPRI211 CUAPRI312 CUACER311 Learning experiences: Assessment: Pathways:	Contribute to health and safety of self and others Produce drawings to communicate ideas Produce creative work Apply knowledge of history and theory to own arts practice Produce drawings Develop drawing skills to communicate ideas Explore the use of colour Participate in planning process for proposed artwork sites Produce paintings Develop printmaking skills Produce prints Produce ceramic works • Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge. Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence will be gathered through: • Practical Projects to be completed according to workshops and assessable elements • Observations ticked off on individual checklist during workshops and lesson time as evidence of an understanding of the process, skills and knowledge obtained. • Written assessment questions need to be completed using full sentences and correct punctuation. A course of study in Certificate III in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. Students may also use the Certificate III as a stepping stone into a Certificate IV or Diploma in Visual Arts, or specialisation, such as Ceramics, Photography, Digital Imaging or Aboriginal and Torres Strait Islander Cultural and Visual Art.
Fees (additional to SRS charges):	\$140
Further information:	Please contact Liz Clout, Head of Department The Arts eclou6@eq.edu.au

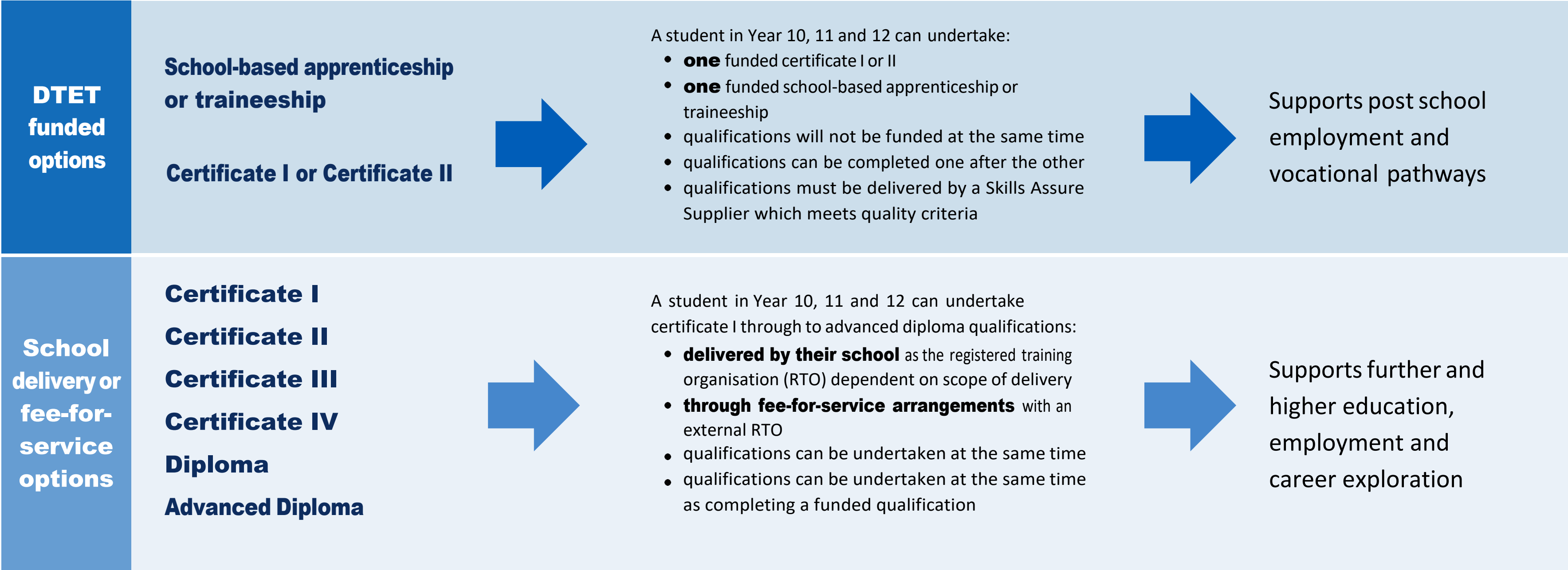


Qualification description:	Certificate II in Skills for Work and Vocational is a nationally recognised qualification that complies with the Australian Qualification Framework. This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. This includes literacy, numeracy, oral communication, digital literacy, employability skills and career planning.
Entry requirements:	There are no entry requirements for this qualification.
Qualification Packaging Rules:	Total units = 14 (1 core unit + 13 elective units listed below).
Core and Electives: Competencies covered: CHCDIV001 FSKLRG007 FSKLRG009 FSKLRG010 FSKLRG011 FSKNUM014 FSKNUM015 FSKNUM020 FSKOCM007 FSKRDG002 FSKRDG010 FSKWTG009 HLTWHS001 TLIK2003	Work with diverse people Use strategies to identify job opportunities Use strategies to respond to routine workplace problems Use routine strategies for career planning Use routine strategies for work-related learning Calculate with whole numbers and familiar fractions, decimals and percentages for work Estimate, measure and calculate with routine metric measurements for work Use familiar, routine functions of a calculator for work Interact effectively with others at work Read and respond to short and simple workplace signs and symbols Read and respond to routine workplace information Write routine workplace texts Participate in workplace health and safety Apply keyboard skills
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies • Reports from workplace supervisor and logbook
Pathways:	This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.
Fees (Additional to SRS charges):	\$20
Further information:	Enquiries to Laurina Chandler

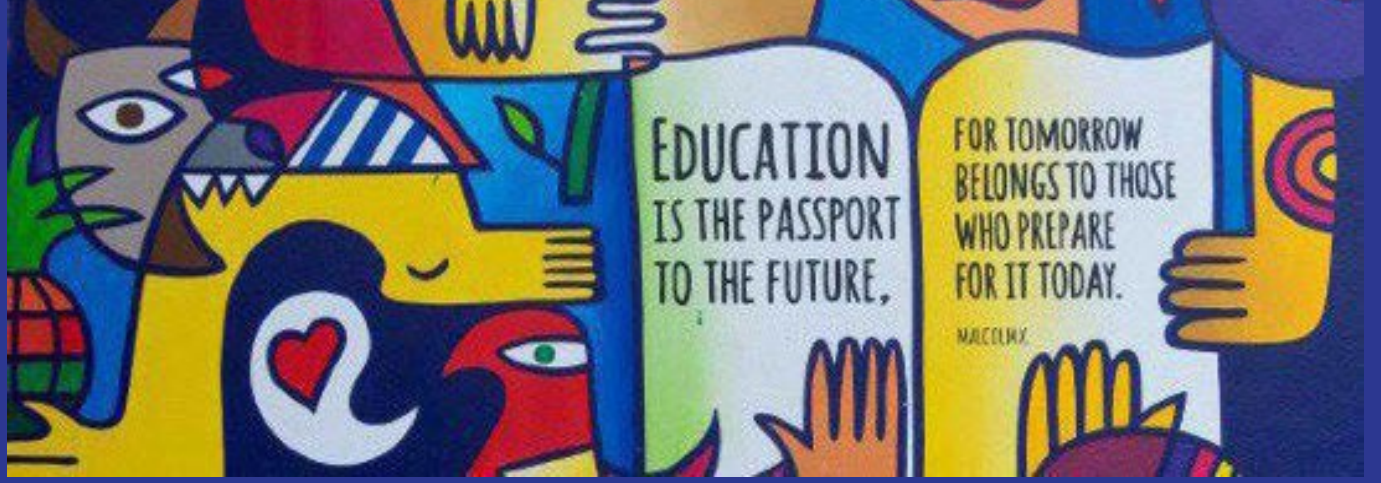
VETiS 2027

SUMMARY OF ELIGIBILITY

- VET in Schools students are not supported to undertake more than one Department of Trade, Employment and Training (DTET) funded qualification at the same time. However, they could do one DTET funded qualification, fee-for-service qualification and qualification delivered by their school at the same time.
- There is no DTET requirement for a student to do a certificate I or II before they do a school-based apprenticeship or traineeship.
- Career Tasters may provide an opportunity for Year 10 students to try a skill area before enrolling in a qualification.



and SAT programs. The information in this document is current as of October 2025 and **supersedes any previous guidance or advice issued prior to this date.**



School term dates for 2027

Term 1: Wednesday 27 January to Thursday 25 March — 9 weeks.

Term 2: Monday 12 April to Friday 25 June—11 weeks.

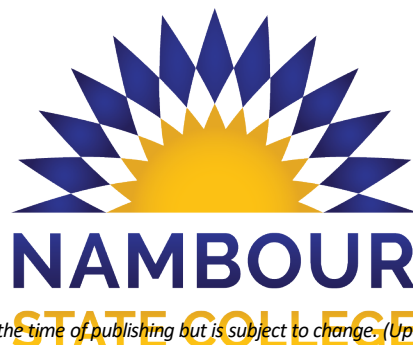
Term 3: Monday 12 July to Friday 17 September—10 weeks.

Term 4: Tuesday 5 October to Friday 10 December—10 weeks.

2027 Public holidays/Student free day

Term 2: Monday 26 April, Monday 3 May —2 days

Term 3: Friday 3 September—1 day



This brochure was correct at the time of publishing but is subject to change. (Updated 28 July 26)