Mareeba State High School

2026

Year 11 Curriculum Information

TABLE OF CONTENTS

**Subject fees apply.*

--- Strikethrough – Subject no longer available

Information in the booklet correct at time of printing and subject to change.

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Message from the Principal

Mareeba State High School is an inclusive school with a great history of providing opportunities for every student. We are proud of our academic achievement, extensive curriculum, cultural richness, professional teaching, innovative practices, sporting champions and creative brilliance, all within a disciplined and caring environment.

Our school has outstanding facilities which are a part of the rural landscape of the Mareeba Shire. With an enrolment of around 800, students are provided with a personal approach which caters for their individual needs.

Providing each student with a pathway for personal success and achievement that continues in their life beyond school is guided by our school vision to develop quality education through a partnership of staff, students, family and the community. We aim to help students develop as independent life-long learners, who are morally and socially responsible, employable, and capable of making a positive contribution to our changing society.

We are passionate about your child, our student, and provide a warm and supportive environment in which all children can grow with confidence. Underpinned by our four school values - Respect, Organisation Learning and Safety, we develop the 'whole student by focusing on a student's strengths to realise their character and achieve to their potential.

Student wellbeing is interwoven into the very fabric of our school and parents are encouraged and supported to become equal partners in their child's learning. This creates a community where students have a strong sense of belonging and connectedness, belonging, feeling safe, valued and happy.

Our staff are passionate professionals who are committed to helping students successfully achieve, no matter what it takes. We encourage innovation and promote a culture where skills and knowledge are developed so that our students are ready for the globalised world in which we live. Our achievement is a testament to our dedicated teachers who take great pride in creating rich and engaging educational programs that provide appropriate intellectual challenges and encourage all students to continually flourish. Examples of our innovative practices include the successful Curriculum Engagement Program, Instrumental Music, Performing Arts Excellence Programs and Sporting activities.

For our students in the senior years, our school provides a well-balanced curriculum to cater for students wishing to pursue university courses, as well as those looking to take up an apprenticeship or join the workforce upon leaving school. Mareeba State High School promotes School Based Apprenticeships and Traineeships as a pathway to a variety of trades. The strong industry links are backed up with quality resources available through our Trade Training facilities.

Our school prides itself on having high expectations in terms of achievement, behaviour and appearance. It is important to us that all members of our school community understand and support the high expectations of being a Mareeba State High School student.

There is so much to see and enjoy at Mareeba State High School. We invite you to visit and experience firsthand the many ways in which our great school can provide an outstanding education for your child. We invite you to become part of our community, encouraging all of our students to strive to be the best they can.

Regan Gant
Principal

Senior Pathways Curriculum Information

The Senior Curriculum Information Booklet is a guide to planning your senior education pathway.

It will provide students and parents with information regarding the next phase of secondary schooling, including subject selection, qualifications and tertiary entrance.

The Queensland Certificate of Education (QCE) system was implemented in 2019. Information in this booklet details pathways students can consider to ensure their success in year 11 and 12. https://www.qcaa.qld.edu.au

This guide outlines all units of study offered at Mareeba State High School for students undertaking year 11 and 12 in 2026/27.

Valedictory Expectation

A ceremony held at the end of the Year 12 school year is a celebration of Mareeba State High School students successful completion of the Senior Phase of Learning and their projected attainment of achieving their Queensland Certificate of Education (QCE).

To successfully complete Year 12 from Mareeba State High School, Year 12 students must meet the following criteria:

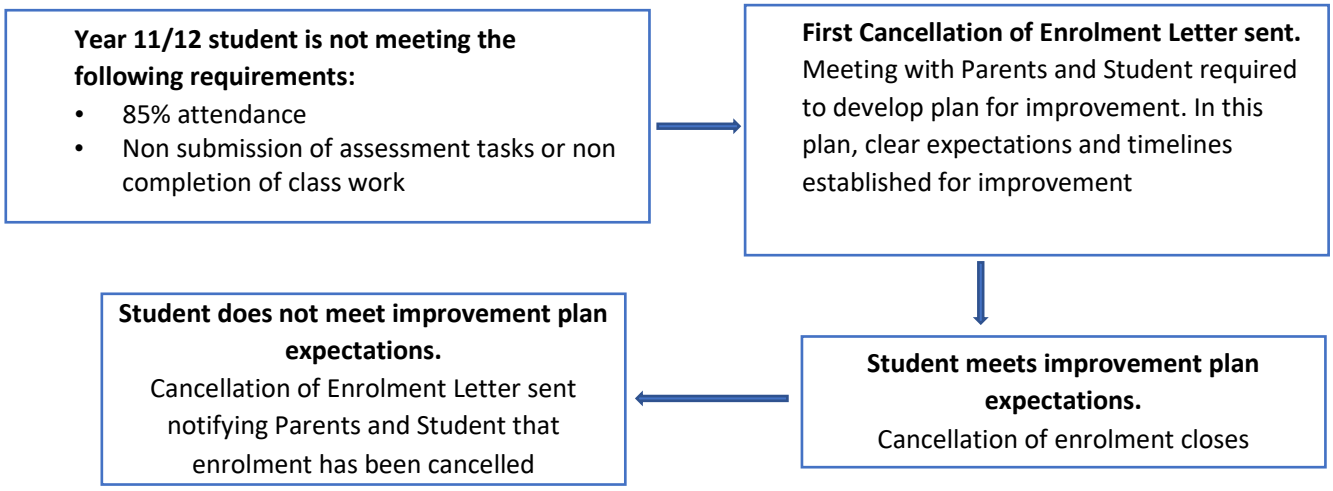
Criteria 1	Be on track to achieve a QCE (Queensland Certificate of Education) – 20 credits and/or,
Criteria 2	Be on track to complete, or has completed, a School Based Traineeship or Apprenticeship, and/or
Criteria 3	Be on track to attain a QCIA (Queensland Certificate of Individual Achievement) or meets an Individual Curriculum or Support Provision Plan Goals, and/or
Criteria 4	Successful completion of a Certificate III or above qualification (eg University course subject completion)

It is essential that during Year 11 and 12 strong partnerships between parents, students and school staff are maintained. Regular contact at SET Plan review meetings, contact with teachers and support staff is encouraged to ensure that all students are successful.

Attendance expectation for Senior Students is a minimum of 85%. Students whose attendance is less than 85% and not meeting school assessment requirements may have the cancellation of enrolment process enacted.

Cancellation of Enrolment Process

Success in the Senior School involves working with parents, students and school staff. The Cancellation of Enrolment process is one that is only enacted if ongoing issues around attendance and assessment completion arise. The aim of the process is to support students to remain at school or assist students with their transition to other educational or work pathways.



QCE Attainment Pathways

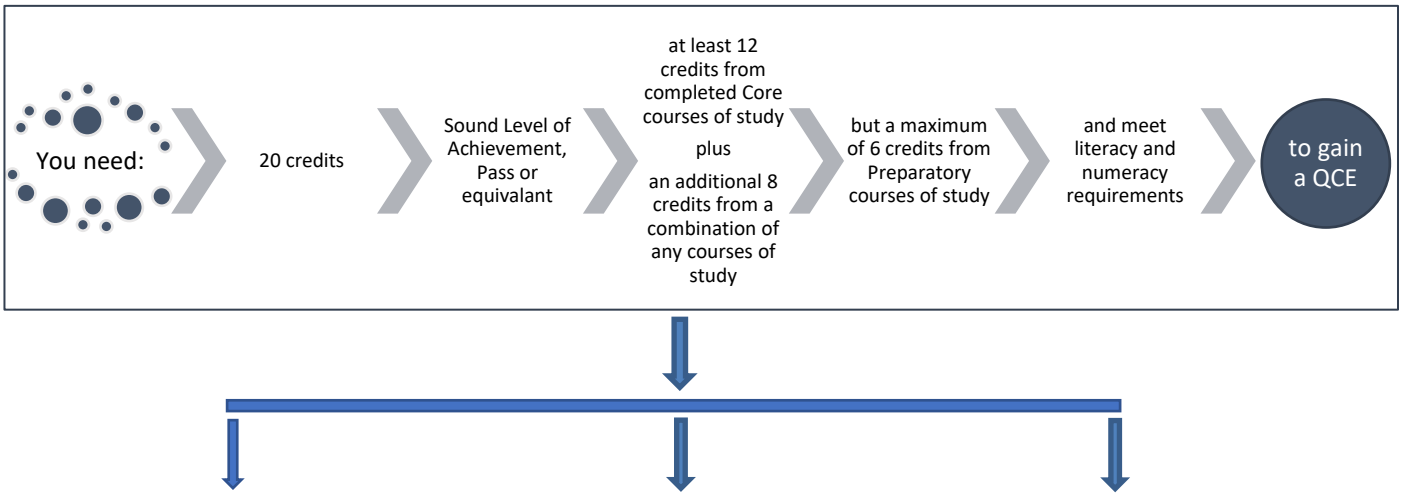
The aim of successfully completing year 12 is for students to achieve their Queensland Certificate of Education (QCE). Achieving this certificate whilst at school is easily achievable based on a students selected pathway.

A QCE is issued by the Queensland Curriculum and Assessment Authority (QCAA) and students can achieve their Certificate up to 8 years after they complete year 12.

An overview of possible pathways students can select is outlined below. It is essential that students choose a pathway that will support them to feel confidence and success over their journey through year 11 and 12.

*** From 2026 Students will need to complete the QCAA Academic Integrity Course to achieve a QCE.**

Pathways to achieve the Queensland Certificate of Education:
* Refer to pages 11-12 of this booklet for specific details about the QCE



	Pathway 1: Customised Pathway	Pathway 2: University Pathway- QCE – Australian Tertiary Admission Rank (ATAR)	Pathway 3: Vocational Education and Training Pathway - QCE
Suitability	For students who wish to study a combination of Applied Subjects and maybe General Subjects and choose an additional Other Course of study including: • School Based Apprenticeships/Traineeships (SAT) • TAFE Courses • School of Distance Education subjects • University at School Programs • Other approved courses	For students who wish to gain entry to university study through academic performance	For students who wish to study a combination of Applied Subjects and choose an additional Certificate Course at Certificate II, III, IV or Diploma Level including: • as part of a School Based Apprenticeships/Traineeships (SAT) • TAFE Courses • Other approved courses
Subject Selection	1. Must have met minimum prerequisites for English and Mathematics 2. Must select at least 6 subjects (includes one Maths and one English subject)	1. Must select at least 6 subjects (includes one Maths and one English subject) 2. Students should select a combination of subjects in the pattern outlined in the eligibility and conditions section. 3. Consider any prerequisites for University entrance in 2025. Visit QTAC website for https://www.qtac.edu.au/year-10-students/	1. Must have met minimum prerequisites for English and Mathematics 2. Must select at least 6 subjects (includes one Maths and one English subject)

Students at Mareeba State High School have more than one pathway option available to them within the Queensland Certificate of Education (QCE) System.

Pathway 1: Customised Pathway – QCE

Suitability	For students who wish to study a combination of Applied Subjects and maybe General Subjects and choose an additional Other Course of study including: • School Based Apprenticeships/Traineeships (SAT) • TAFE Courses • School of Distance Education subjects • University at School Programs • Other approved courses
Eligibility & Conditions	1. Must complete units 1, 2, 3 and 4 for 4 semesters with any combination of Applied and General Subjects. (6 subjects) 2. Must complete at least 3 of these subjects for four semesters to achieve CORE QCE requirements 3. Must aim to complete courses fully by the end of Year 12 (exceptions are SATs)
Subject Selection	1. Must have met minimum prerequisites for English and Mathematics 2. Must select at least 6 subjects (includes one Maths and one English subject)

- A student on a customised pathway must consider the workload, as studying a course with more than 2 General subjects can be unrealistic
- SAT students will move into full time or part-time traineeships or apprenticeships post Year 12 as negotiated with employers

Subject	Semesters Studied			Category of Learning	Credits	
	Unit 1	Unit 2	Units 3 and 4			
Essential English	S	U	C	Core	3*	
General Maths+	U	S	C	Core	3*	
Geography+	S	S	B	Core	4*	
Hospitality Practices	S	S	C	Core	4*	
Aquatic Practices	S	S	C	Core	4*	
Sport and Recreation (G)	S	S	B	Core	4*	**TOTAL**
Cert II Rural Operations Fabrication	100 % Completed			Core	4*	**26**

+ General Subject * Considered completed CORE (subject studied for 4 semesters)

Requirements		✓/ X	Details
Set Amount Set Standard	20 credits accrued when set standard met	✓	26 credits in total in combination of 2 General Subjects and 4 Applied Subjects
Set Pattern	Minimum of 12 credits accrued from completed core courses of study	✓	All Courses completed over 2 years
	Maximum of 4 credits from Preparatory course of study	N/A	No preparatory courses completed
	Maximum of 8 credits from Complementary courses of study	N/A	No complementary course completed
Literacy and Numeracy	Literacy standard met	✓	Satisfactory completion of Unit 2 or Units 3/4
	Numeracy standard met	✓	Satisfactory completion of Unit 1 or Units 3/4
QCE eligibility		✓	25 credits achieved Applied Subjects and Certificate courses completed

Pathway 2: University Pathway- QCE – Australian Tertiary Admission Rank (ATAR)

Suitability	For students who wish to gain entry to University study through academic performance
Eligibility & Conditions	1. To receive an ATAR students will need to study one of the following combination of subjects: • Five General Subjects (completion of Units 1, 2, 3 and 4 for 4 semesters) • Four General Subjects (completion of Units 1, 2, 3 and 4 for 4 semesters) and a VET qualification at Certificate III level and above • Four General Subjects and one Applied Subject (completion of Units 1, 2, 3 and 4 for 4 semesters) 2. Students must have a satisfactory completion of a QCAA English Subject.
Subject Selection	3. Must chose an English and Mathematics subject. 4. Students should select a combination of subjects in the pattern outlined in the eligibility and conditions section. 5. Consider any prerequisites for University entrance in 2026. Visit QTAC website for https://www.qtac.edu.au/year-10-students/

- An ATAR is a student's position in a ranking system that is calculated for the purpose of tertiary entrance only
- The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.
- The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.
- ATARs below 30 will be reported as '30.00 or less'.

Subject	Semesters Studied			Category of Learning	Credits	
	Unit 1	Unit 2	Units 3 and 4			
English+	S	S	C	Core	4*	
General Maths+	S	S	C	Core	4*	
Geography+	S	S	B	Core	4*	
Biology+	S	S	C	Core	4*	
Chemistry+	S	S	B	Core	4*	**TOTAL**
Modern History+	S	S	B	Core	4*	**28**
Student is ATAR eligible. OPTION 1- 5 General Subjects will count towards ATAR, satisfactory completion of English so ATAR requirement met. OPTION 2 – 4 General Subjects and 1 Applied, satisfactory completion of English so ATAR requirement met. + General Subject * Considered completed CORE (subject studied for 4 semesters)						

Requirements		✓/ X	Details
Set Amount Set Standard	20 credits accrued when set standard met	✓	26 credits in total in combination of 6 General Subjects and 1 Applied Subject
Set Pattern	Minimum of 12 credits accrued from completed core courses of study	✓	All Courses completed over 2 years
	Maximum of 4 credits from Preparatory course of study	N/A	No preparatory courses completed
	Maximum of 8 credits from Complementary courses of study	N/A	No complementary course completed
Literacy and Numeracy	Literacy standard met	✓	Satisfactory completion of Unit 1, 2 or Units 3/4
	Numeracy standard met	✓	Satisfactory completion of Unit 1, 2 or Units 3/4
QCE eligibility		✓	24 credits achieved

Pathway 3: Vocational Education and Training Pathway - QCE

Suitability	For students who wish to study a combination of Applied Subjects and choose an additional Certificate Course at Certificate II, III, IV or Diploma Level including: • as part of a School Based Apprenticeships/Traineeships (SAT) • TAFE Courses • Other approved courses
Eligibility & Conditions	1. Must complete units 1, 2, 3 and 4 for 4 semesters of any combination of Applied Subjects. 2. Must complete at least 3 of these subjects for four semesters. 3. Enrolled in Certificate Course
Subject Selection	1. Must have met minimum prerequisites for English and Mathematics 2. Must select at least 6 subjects (includes one Maths and one English subject)

- A student on a vocational pathway must consider workload as studying a Certificate Course on top of their School Based subjects can be challenging.
- SAT students will move into full-time or part-time traineeships or apprenticeships post year 12 as negotiated with employers

Subject	Semesters Studied			Category of Learning	Credits	
	Unit 1	Unit 2	Units 3 and 4			
Essential English	S	U	C	Core	3*	
Essential Maths	S	S	C	Core	4*	
Hospitality Skills	S	S	B	Core	4*	
Engineering Skills	U	S	C	Core	3*	
Sport and Recreation (G)	S	S	B	Core	4*	
Cert II in Retail (School Based Traineeship)	100 % Completed			Core	8*	**TOTAL**
Cert II in Public Safety (Fire Fighting Operations)	100 % completed			Core	4*	**30**

+ General Subject * Considered completed CORE (subject studied for 4 semesters)

Requirements		✓/ X	Details
Set Amount Set Standard	20 credits accrued when set standard met	✓	30 credits in total in combination of 6 Applied Subjects and 2 Other Certificate Courses
Set Pattern	Minimum of 12 credits accrued from completed core courses of study	✓	All Courses completed over 2 years
	Maximum of 4 credits from Preparatory course of study	N/A	No preparatory courses completed
	Maximum of 8 credits from Complementary courses of study	N/A	No complementary course completed
Literacy and Numeracy	Literacy standard met	✓	Satisfactory completion of Unit 1, 2 or Units 3/4
	Numeracy standard met	✓	Satisfactory completion of Unit 1, 2 or Units 3/4
QCE eligibility		✓	30 credits achieved

Support for Year 11 and 12 - Students requiring additional support

Senior pathways are important and it is imperative that all students receive the support they need to be successful. Success can be different for each student and this is why we take an individualised approach at Mareeba State High School to ensure that each student finishes their senior years with a sense of accomplishment.

Students who identify as requiring alternative pathways through their SET planning in Yr10, are provided the support they need to achieve their goals. This support comes in a variety of formats such as:

- Working on an individualised program such as Queensland Certificate of Individual Achievement (QCIA),
- Queensland Certificate of Education (QCE) with *Access Arrangements and Reasonable Adjustments (AARA's) in place, or a combination of both, or
- Students also have the opportunity to engage in work experience, link with external agencies to look at supported traineeships as well as accessing a life after work program.

Education support staff work closely with students and families to ensure that senior students are supported on an individual basis so that they senior years are as successful as can be.

**AARA's minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. The application of AARA's to student assessment is based on the functional impact of the condition for which the ARRA is being sought. The school liaises with students, parents/carers, school staff and professionals as required, to determine which students are eligible for AARAs.*

Where Do I Find More Information?

Queensland Curriculum & Assessment Authority (QCAA)
https://www.qcaa.qld.edu.au
Ph: 07 3864 0299
Email: office@qcaa.qld.gov.au

My Future – Career Development
https://myfuture.edu.au/home

MyQCE – Information on Senior School- student tracking of QCE pathway
https://myqce.qcaa.qld.edu.au/

Queensland Tertiary Admissions Centre (QTAC)
https://www.qtac.edu.au/
Ph: 1300 GO QTAC (1300 467 822)
Facebook: https://www.facebook.com/qtacinfo
Insta: https://www.instagram.com/qtacinfo/

Good Career Guide
https://www.goodcareersguide.com.au/

Defence Jobs
https://www.defencejobs.gov.au/

Seek Career Resources
https://www.seek.com.au/career-advice/

Queensland Apprenticeships
https://apprenticeshipsqld.com.au/

Career Bullseye posters
https://www.education.gov.au/school-work-transitions/career-education-resources#toc-career-bullseye-posters

Subject Selections

Selecting your subjects

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and do well at. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on your attainment of a QCE. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at the university level.

Year 11 & 12 students:

1. **MUST** study either English OR Essential English
2. **MUST** study either General Mathematics, Mathematical Methods, Specialist Mathematics or Essential Mathematics
3. **MUST** study 6 school-based subjects in both Year 11 and Year 12.
4. **CHOOSE** any combination of 6 subjects (including English and Maths choices). On the 4 elective lines, choose 2 subjects on each line in order of preference.
5. **STUDENTS** electing to undertake Essential English should select not more than 2 additional General (ATAR) subjects
6. **STUDENTS** wanting to study Specialist Mathematics **must** also study Mathematical Methods
7. **RECOMMENDED**: Students wanting to study Physics are strongly encouraged to study Mathematical Methods
8. **STUDENTS** MUST CHOOSE an option from other Courses of Study or have a nominated Certificate Course or a study plan for days they are attending their Certificate Course

Every effort will be made to ensure that student preferences are accommodated, but will be subject to student numbers and timetable constraints.

How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects you perform well in
- Subjects that you need as tertiary prerequisites, as listed on the QTAC website https://www.qtac.edu.au/year-10-students/ or the subject you require for the career path you wish to follow.

DO NOT choose your subjects for the following reasons:

- **"My friend is taking that subject".** *There are usually multiple classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class*.
- **"I do/don't really like the teacher".** *There is no guarantee that you will have any particular teacher.*
- **"Someone told me that the subject is fun (or easy, or interesting)".** *It may be enjoyable/easy/ interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
- **"Someone told me that the subject is boring".** *See point above.*
- **"Someone told me that I do/don't need that subject for the course I want to take at university"**. *Check tertiary prerequisites https://www.qtac.edu.au/year-10-students/ or see the Guidance Officer.*

Choose carefully

Students and parents should note that all Senior Subjects are two year/four semester programs which demand not only a strong commitment to study but also regular class attendance (85% or above) so that the aims and objectives within a given subject can be fully satisfied. The requirements of attendance and coursework completion will determine whether a student gains credit for any given semester's work within a subject.

Students are not permitted to change subjects unless consultation has occurred between the student's parents/guardians and the class teacher, Heads of Department, Guidance Officer and/or Administration. Absences require medical certificates to ensure successful completion of the course.

In the QCE system, subject changes are restricted to Year 11. This is due to the syllabus requirements that Units 1 and 2 are fundamental to successful completion of Units 3 and 4. **No subject changes are permitted in Year 12.**

Prerequisite subjects

When making your choices, be aware that Mareeba State High School does not apply prerequisites to senior subjects. Instead, Mareeba State High School recommends levels of achievement in Year 10 subjects as a precursor to studying a subject in Years 11 & 12. Students who have not performed well in Year 10 are advised not to attempt General subjects.

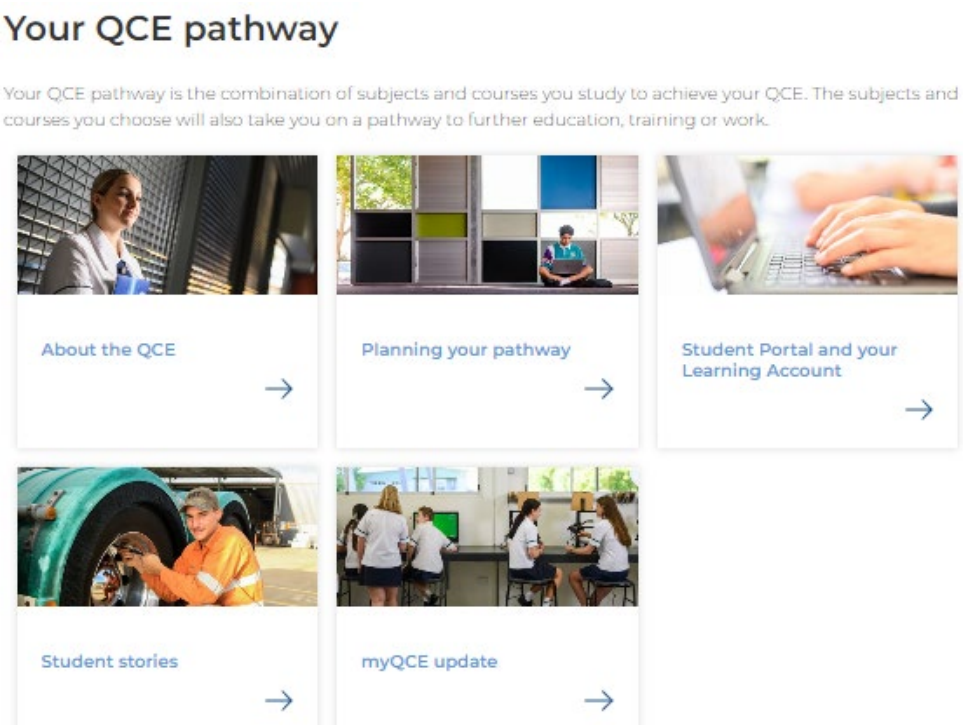
Year 11 Subject	Faculty	Recommended Prior Learning and Level of Achievement	General Subject
English	*English*	C or better for 2 semesters in Yr10	✓
Essential English	*English*	2 Semesters in English in Yr10	
Certificate III in Fitness (VET)	*Health*	C or better in HPE subject	
Early Childhood Studies	*Health*	Not applicable	
Health	Health	C achievement in Yr10 English	✓
Physical Education	*Health*	C achievement in Yr10 English	✓
Sport and Recreation	*Health*	Not applicable	
Ancient History	*Social Sciences*	C achievement in Yr10 Core English or Yr10 Social Science Subject	✓
Geography	*Social Sciences*	C achievement in Yr10 English or Yr10 Social Science Subject	✓
Legal Studies	*Social Sciences*	C achievement in Yr10 English or Yr10 Social Science Subject	✓
Modern History	*Social Sciences*	C achievement in Yr10 English or Yr10 Social Science Subject	✓
Tourism	*Social Sciences*	C achievement in Yr10 English or Yr10 Social Science Subject	
Essential Mathematics	*Mathematics*	Not applicable	
General Mathematics	*Mathematics*	C achievement in Yr10 MAX or B achievement in Year 10 MAT	✓
Mathematical Methods	*Mathematics*	C achievement in Yr10 English B achievement in Yr10 MAX	✓
Specialist Mathematics	*Mathematics*	C achievement in Yr10 English B achievement in Yr10 MAX	✓
Biology	*Science*	B achievement in Yr10 English C achievement in Yr10 Science	✓
Chemistry	Science	B achievement in Yr10 Science C achievement in MAX	✓

Year 11 Subject	Faculty	Recommended Prior Learning and Level of Achievement	General Subject
Physics	*Science*	B achievement in Yr10 Science B achievement in MAX	✓
Psychology	*Science*	B achievement in Yr10 English C achievement in Yr10 Science	✓
Science in Practice	*Science*	C achievement in Yr10 Science	
Aquatic Practices	*Science*	C achievement in Yr10 Science	
Building and Construction Skills	*Technology*	Not applicable	
Business Studies	*Technology*	Not applicable	
Engineering Skills	*Technology*	Not applicable	
Fashion	*Technology*	Not applicable	
Food and Nutrition	*Technology*	C achievement in Yr10 English	✓
Furnishing Skills	*Technology*	Not applicable	
Hospitality Practices	*Technology*	Not applicable	
Industrial Graphics Skills	*Technology*	Not applicable	
Information & Communication Technology	*Technology*	Not applicable	
Dance	*Arts*	C achievement in Yr10 English	✓
Dance in Practice	*Arts*	Not applicable	
Drama	*Arts*	C achievement in Yr10 English	✓
Drama in Practice	*Arts*	Not applicable	
Film, Television and New Media	*Arts*	C achievement in Yr10 English	✓
Media Arts in Practice	*Arts*	Not applicable	
Music	*Arts*	C achievement in Yr10 English	✓
Music in Practice	*Arts*	Not applicable	
Visual Art	*Arts*	C achievement in Yr10 English	✓
Visual Arts in Practice	*Arts*	Not applicable	
Distance Education/SUN	*Other*	B average achievement across all subjects for SUN B achievement in Maths/English for Distance Education	

MyQCE Your gateway to the QCE system

https://myqce.qcaa.qld.edu.au/
All Year 10, 11 and 12 students should regularly access their learning account with the QCAA to check their progress towards their QCE.

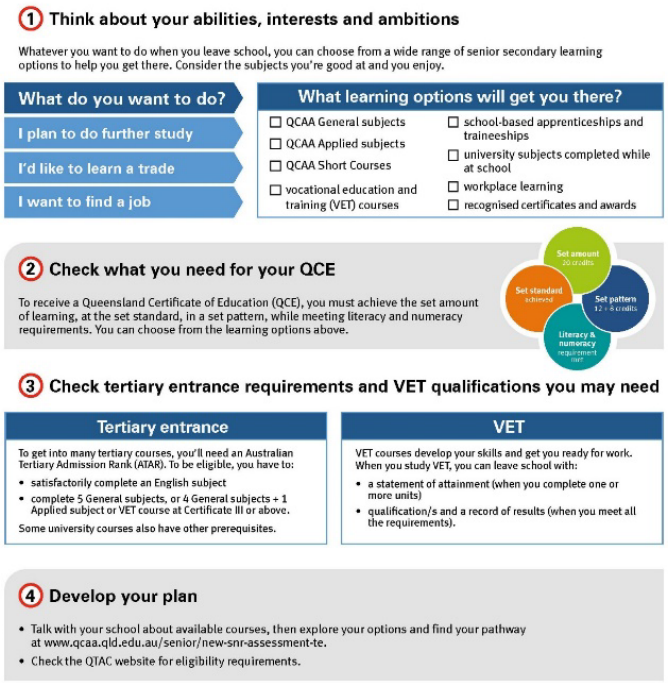
Students are issued their learning accounts in year 10 and can find their learning account when on OneSchool or can ask any teacher to locate this on their OneSchool profile.
https://myqce.qcaa.qld.edu.au/your-qce-pathway



Planning your pathway

In Year 10, schools work with students and their parents/carers to develop a Senior Education and Training (SET) Plan, or similar.

Once your plan is developed, your school will register you with the Queensland Curriculum and Assessment Authority (QCAA) and your learning account will be created. You can track your progress towards a QCE via the Student Portal and your learning account.



Developing a SET Plan helps you to:

- think about your education, training and career goals after Year 12
- structure your learning in Years 11 and 12 around your abilities, interests and ambitions
- decide which learning options you should choose to achieve your learning, further education and training, and career goals
- map your pathway to a Queensland Certificate of Education (QCE).

QCE Learning Options

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

For more information please visit https://myqce.qcaa.qld.edu.au/

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

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 qualifications develop your skills and get you ready for work through practical learning. VET can also 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 level 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 QCAA	Check with QTAC depends on course

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

QCAA | Queensland Curriculum & Assessment Authority

For all Queensland schools

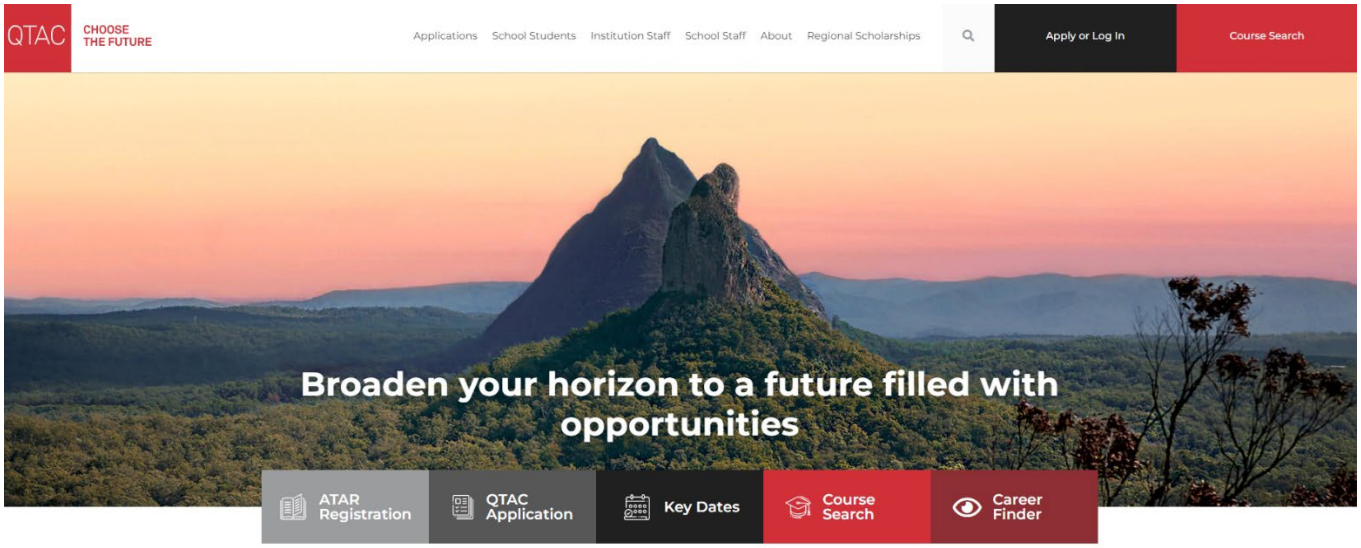
QTAC – Queensland Tertiary Admissions Centre
Choose the future

https://www.qtac.edu.au/

QTAC provides a one-stop shop for 17 higher education providers in Queensland and Northern New South Wales, across both undergraduate and postgraduate admissions.

Students following an ATAR pathway can create an ATAR account and use this portal to access the following:

- ATAR Registration
- QTAC Application
- Key Dates
- Course Search
- Career Finder



Students who are on the ATAR/University Pathway must apply for university through QTAC. Year 12 students select their courses (eg. Batchelor of Law) between June – September in Year 12. ATAR students engage in an interview process with the HOD of Senior Schooling and the Guidance Officer to select course preferences and submit the students application to QTAC.

Senior Education Profile

Source: QCAA website

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although **no more than one result** in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate 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 www.dewr.gov.au/skills-information-training-providers/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 students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

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

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

English requirement

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

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

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

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common Internal Assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.
Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
Students should complete Units 1 and 2 before starting Units 3 and 4.
Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.
Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.
Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.
Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.
The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.
The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.
Schools cannot change or modify an ISMG for use with summative internal assessment.
As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

General (Extension) syllabuses

Course overview

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

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

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

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

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

Assessment

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General (Extension) subject.
Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.
The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.
The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.
A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.
Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Students

School

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- are not enrolled in a Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement.

Adults

These are candidates who:

- will be **at least 17 years** by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.
Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

Eligibility — adult candidates 17 years and older

Adult candidates wishing to register for SEEs:

- must reside in Queensland
- must be 17 years or older by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- do not have to satisfy any other eligibility requirements.

Adult candidates may register for as many SEE subjects as they wish.

Tuition

Although adult candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Adult candidates can study at an examination teaching centre, with a private tutor or independently.

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

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

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

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

Short Course syllabuses

Course overview

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

Short Courses are available in:

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

Assessment

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

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

Applied & General Subject Information by Department

Essential English (ENE)

Applied senior subject

Applied

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

Students engage with language and texts 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. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and
imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

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 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 a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

English (ENG)

General senior subject

General

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They 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. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts • Reading a novel and comparing to another text	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts • Reading two novels	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response (up to 8 minutes)	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience (up to 1500 words)	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Literature (LIT)

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Examination — extended response	Summative internal assessment 3 (IA3): • Imaginative response (up to 2000 words)
Summative internal assessment 2 (IA2): • Imaginative spoken or multimodal response (up to 8 mins)	Summative external assessment (EA): • Examination — extended response

Early Childhood Studies (ECS)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

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

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

Pathways

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

Objectives

- By the conclusion of the course of study, students should:
- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Children's development	• Play and creativity	• The early childhood education and care sector	• Literacy and Numerary

Assessment

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

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

Sport & Recreation (REC)

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Event management	• Fitness for sport and recreation	• Aquatic Recreation	• Challenge in the Outdoors

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements	
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes	**Investigation, plan and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words	**Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Physical Education (Alternate Sequence) (PED)

General senior subject

General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sport psychology, equity and physical activity • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Motor learning, functional anatomy, biomechanics and physical activity** • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Schools devise assessments in Units delivered in Year 11 to suit their local context.

In Year 12 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 (Even Years), Unit 1 (Odd Years)		Unit 4 (Even Years), Unit 2 (Odd Years)	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

Certificate III in Fitness (SIS30321) + Certificate II in Sport and Recreation (SIS20122) *(VFT)

Vocational Education & Training Qualification - **(Subject fee applies)**

Binnacle Training 2026 Course Snapshot

2026 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

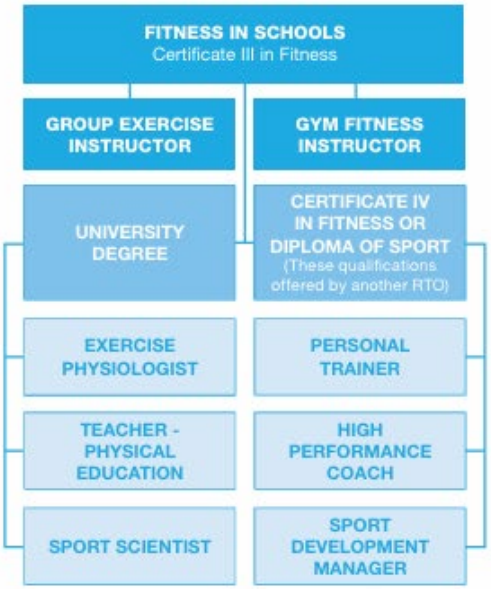
Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS | PRACTICAL-BASED LEARNING | RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

Skills Assure
Proud to be a Queensland Government subsidised training provider

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00)
(+ First Aid $75.00)

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation **PROGRAMS** › Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Introduction to Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION **SIS20122 CERTIFICATE II IN SPORT AND RECREATION**	
TERM 5	**TOPICS** › Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients (including Older Adults) **PROGRAMS** › Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Conduct a Group Session
TERM 7	**TOPICS** › N/A (Practical Term) **PROGRAMS** Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Source: https://www.binnacletraining.com.au/wp-content/uploads/2025/04/Binnacle_Student-Snapshot-2026_April-2025.pdf

PROGRAM DISCLOSURE STATEMENT (PDS)

This Program Disclosure Statement (PDS) sets out the training products that Binnacle Training provides as Registered Training Organisation (RTO); and the services that the 'Partner School (Third Party)' provides on behalf of Binnacle Training (as the RTO).

REGISTERED TRAINING ORGANISATION (RTO)

1. Binnacle Training (RTO Code: 31319)

QUALIFICATIONS AND SHORT COURSES

2. Qualifications (Code and Title).

   BSB30120 – Certificate III in Business
   SIT20116 – Certificate II in Tourism
   SIT20122 – Certificate II in Tourism
   BSB20120 – Certificate II in Workplace Skills
   SIS30321 – Certificate III in Fitness
   SIS30115 – Certificate III in Sport and Recreation
   SIS30122 – Certificate III in Sport, Aquatics and Recreation
   SIS20115 – Certificate II in Sport and Recreation
   SIS20122 – Certificate II in Sport and Recreation
   SIS20321 – Certificate II in Sport Coaching

3. Short Courses – For a full list of First Aid Courses and other short courses offered* by Binnacle Training, visit: www.binnacletraining.com.au

   **These are not full qualifications.*

BINNACLE TRAINING THIRD PARTY ARRANGEMENT WITH SCHOOLS

4. Registered Training Organisations (RTOs) often work with other organisations (third parties) to enact a range of services such as marketing, undertaking recruitment, providing facilities and resources, and training and/or assessment of vocational education and training (VET) courses. Binnacle Training, as the RTO, engages individual secondary schools **under a third party arrangement** to provide physical and human resources, including the facilitation of training and assessment services - **on behalf of, and in the name of**, Binnacle Training as the *RTO*.

5. Responsibility of Binnacle Training: As the RTO, Binnacle Training is fully responsible for all services provided on its behalf by the Partner School (as third party). Binnacle Training is responsible for enrolment into the VET course, provision of online training and assessment, the outcomes of the training and assessment, and the issuance of the qualification or Statement of Attainment to the student. Binnacle Training must have the VET course on its scope of registration at all times.

6. Responsibility of Partner School (as third party): The *partner school* is responsible for:

   6.1. Facilitation of training and assessment services on behalf of, and in the name of, Binnacle Training as the RTO. This includes provision of support services for students enrolled in the Binnacle program requiring language, literacy and numeracy (LLN) assistance.

   6.2. The provision of adequate physical (equipment and facilities) and human resources – verified by Binnacle Training – to meet the requirements of each *program*.

STUDENT ENROLMENT

7. Enrolment of a student into a Binnacle program is bound by the *partner school* having a current Third Party Agreement with Binnacle Training in place [including confirmation that all human and physical resource requirements specific to the *training products* are in place].

8. Enrolment into a Binnacle Training program can only occur once these requirements have been met.

TRAINING PACKAGE CHANGES

9. From time-to-time, due to changing industry/training and education requirements, national Training Packages (which incorporate nationally recognised qualifications and units of competency) undergo changes which result in new qualifications and units of competency replacing those that they supersede. If any qualification becomes superseded either before enrolment, or while a student is undertaking the qualification, Binnacle Training will ensure that all students are transitioned to the new qualification on the national register (www.training.gov.au) within the specified transition period.

DEFINITIONS AND INTERPRETATIONS

10. In this Program Disclosure Statement:

    RTO means a training organisation that has authorisation to train and assess nationally recognised qualifications consistent with its scope of registration.

    Partner School (as third party) means the secondary school/college providing physical and human resources to facilitate training and assessment **on behalf of, and in the name of**, Binnacle Training as the RTO. In some cases, the school may also be an RTO that provides other training products consistent with its scope of registration and separate to this third party arrangement entered into by Binnacle Training.

    Training Product means any qualification, unit of competency or group of competencies packaged as a Binnacle program.

    Program means the course(s) or qualification(s) in its entirety being delivered on behalf and in the name of Binnacle Training.

Source: https://www.binnacletraining.com.au/wp-content/uploads/2023/10/Program-Disclosure-Statement-v11-2023.docx.pdf

Tourism (TOU)

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Tourism is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Tourism and travel • the types of tourism, the reasons for travel and why people choose destinations. • travel logistics and what is required when planning to travel to an international destination. • the impacts of tourism on a specific destination.	**Tourism marketing** • marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences. • promotional strategies that tourism businesses use to attract tourists to a specific destination.	**Tourism trends and patterns** • how trends and patterns grow and decline in some tourism destinations and their impacts • types of tourism experiences, e.g. staycations, adventure tourism, medical tourism, ethical tourism and sustainable tourism.	**Tourism industry and careers** • tourism as an industry that involves a wide range of tourism businesses • career and employment opportunities that exist across the sectors • the value of tourism and the different sectors in Australia

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a response to a context related to the unit topic	**Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Geography (GEG)

General senior subject

General

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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies (LEG)

General senior subject

General

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 to suit intended purpose

Structure

Unit 1	Unit 2	Unit 1	Unit 2
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	**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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 1 (IA1): Examination — combination response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report (up to 2000 words)	25%	Summative internal assessment 2 (IA2): • Investigation — inquiry report (up to 2000 words)	25%

Modern History (MHS)

General senior subject

General

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past 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, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources
- synthesise evidence from historical sources
- evaluate evidence from historical sources
- create responses that communicate to suit purpose

Structure

Unit 1	Unit 2	Unit 1	Unit 2
Ideas in the modern world • Meiji Restoration, 1868–1912 • Australian Frontier Wars, 1788–1930s	**Movements in the modern world** • Independence movement in India, 1857–1947 • Independence movement in Vietnam, 1945–1975	**Ideas in the modern world** • Meiji Restoration, 1868–1912 • Australian Frontier Wars, 1788–1930s	**Movements in the modern world** • Independence movement in India, 1857–1947 • Independence movement in Vietnam, 1945–1975

1.1.1.1.1.1.1.1 Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources	25%	Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%
Summative internal assessment 2 (IA2): Investigation — independent source investigation (up to 2000 words)	25%	Summative internal assessment 2 (IA2): • Investigation — independent source investigation (up to 2000 words)	25%

Ancient History (AHS)

General senior subject

General

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, 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, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources
- synthesise evidence from historical sources
- evaluate evidence from historical sources
- create responses to suit purpose

Structure

Unit 1	Unit 2	Unit 1	Unit 2
Investigating the ancient world • Digging up the past • Viking weapons and warfare	**Personalities in their times** • Akhenaten • Boudica	**Investigating the ancient world** • Digging up the past • Viking weapons and warfare	**Personalities in their times** • Akhenaten • Boudica

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources essay in response to historical sources	25%	Summative internal assessment 1 (IA1): Examination — essay in response to historical sources essay in response to historical sources	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation (up to 2000 words)	25%	Summative internal assessment 2 (IA2): • Investigation — independent source investigation (up to 2000 words)	25%

Essential Mathematics (MAE)

Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Students will benefit from learning Essential Mathematics because it helps them build more than just basic maths skills. They will get better at estimating, solving problems, and thinking clearly. This helps them become thoughtful people who can use maths to make smart choices about their money and daily life.

Students use maths to make smart decisions about their money and personal choices. They learn this by practising estimating, solving problems, and thinking carefully, which helps them become thoughtful and responsible people.

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 money • 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

General Mathematics (MAG)

General senior subject

General

Mathematics is a creative way of thinking used to explore patterns, solve problems, and understand uncertainty. It builds logical reasoning, communication, and digital skills vital for today's data-driven world. Through words, symbols, and visuals, students learn to express ideas and solve real-world challenges.

General Mathematics expands on Years P–10 by covering key topics such as number and algebra, measurement and geometry, statistics, and networks and matrices. Students investigate concepts like percentages, rates, financial math, and trigonometry, and they learn to model problems using matrices and networks.

This course is ideal for those who want to extend their math skills practically without needing calculus for future studies or careers. Throughout, learners are encouraged to ask questions, create models, plan solutions, and articulate their thinking, which builds their confidence and helps develop a lasting mathematical mindset for solving everyday challenges.

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:** recognise and remember key concepts, rules, techniques, and algorithms.
- **Use mathematical knowledge:** apply their understanding to complete calculations, with or without technology.
- **Communicate mathematical knowledge:** clearly present and explain ideas using correct mathematical and everyday language.
- **Evaluate solutions:** check their results and decide if the solution makes sense in the situation.
- **Justify decisions:** explain their thinking and give clear reasons for their steps and choices.
- **Solve problems:** choose suitable methods and tools to analyse and solve mathematical problems.

Structure

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

Assessment

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

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

Summative assessments

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Mathematical Methods (MAM)

General senior subject

General

Mathematics Methods is a powerful, creative way of thinking used to explore patterns, order, and uncertainty. It develops logical reasoning, problem-solving, and clear communication through written, symbolic, spoken, and visual forms. In the 21st century, students need critical and creative thinking, communication, ICT skills, collaboration, and social responsibility.

Mathematics education supports this by combining routine practice with real-world modelling, problem-solving, and reflection. Procedural fluency and strong conceptual understanding enable students to apply knowledge flexibly across contexts.

Mathematical Methods focuses on Algebra, Functions and Graphs, Calculus, and Statistics—topics that increase in complexity and deepen understanding. Calculus and Statistics help students model the real world and solve abstract problems.

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:** Recognise and remember important maths concepts and rules.
- **Use mathematical knowledge:** Apply maths concepts and perform calculations.
- **Communicate mathematical knowledge:** Explain and present maths ideas clearly using symbols and language.
- **Evaluate the reasonableness of solutions:** Check if answers make sense and reflect on results.
- **Justify procedures and decisions:** Explain reasoning and give clear reasons for choices.
- **Solve mathematical problems:** Analyse problems, choose methods, and find solutions using maths.

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 estimate for proportions

Assessment

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

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

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Specialist Mathematics (MAS)

General senior subject

General

Mathematics is a unique and powerful discipline used to explore patterns, order, generality, and uncertainty through observation, reflection, and logical reasoning. It involves a concise system of written, symbolic, spoken, and visual communication, fostering creativity, curiosity, and initiative in an increasingly data-driven world.

As the foundation of all quantitative fields, mathematics prepares students with critical thinking, communication, ICT skills, collaboration, and social responsibility needed in the 21st century. Teaching ranges from practising essential routines to develop procedural fluency, to investigating real-world scenarios, modelling, problem-solving, and explaining reasoning.

Specialist Mathematics builds on Mathematical Methods by introducing vectors, matrices, complex numbers, and trigonometry alongside calculus and statistics. These topics increase in sophistication and help students understand and model complex scientific and technological phenomena.

Through discussion, collaboration, and reflection, students gain confidence, develop flexible problem-solving skills, and deepen their appreciation of mathematics' beauty and power, becoming lifelong learners ready to face challenges.

Pathways

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods. It leads to careers in engineering, mathematics, statistics, technology and others.

Objectives

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

- **Recall mathematical knowledge:** recognise and remember key mathematical concepts, rules, and techniques.
- **Use mathematical knowledge:** apply mathematical concepts and perform calculations with or without technology.
- **Communicate mathematical knowledge:** express mathematical ideas clearly using both mathematical and everyday language, symbols, and representations.
- **Evaluate the reasonableness of solutions:** assess their results' accuracy and relevance, checking calculations and considering improvements.
- **Justify procedures and decisions:** explain their reasoning and the logic behind their mathematical choices and conclusions.
- **Solve mathematical problems:** interpret problems, select appropriate methods and tools, and develop solutions, including models when needed.

Structure

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 • 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

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Aquatic Practices (AQP)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Recreational and commercial fishing	• Aquariums and aquaculture	• Using the aquatic environment	• Marine vessels

Assessment

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

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

Science in Practice (SCP)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

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

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

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Consumer science	• Ecology	• Sustainability	• Transport

Assessment

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

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

Biology (BIO)

General senior subject

General

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

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Chemistry (CHM)

General senior subject

General

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).

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Physics (PHY)

General senior subject

General

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 counterintuitive, 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.

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 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).

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Psychology (PSY)

General senior subject

General

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 psychology

Assessment

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

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

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Building & Construction Skills (BSK)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Site preparation and foundations	• Framing and cladding	• Construction in the domestic building industry	• Fixing and finishing

Assessment

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

• Technique	• Description	• Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	**Structure** Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes **Construction process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Safety Requirement: All students are required to wear steel capped safety shoes when completing practical work.

Business Studies (BSQ)

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Working in administration	• Working in marketing	• Working in events	• Working in finance

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words

Engineering Skills (ESK)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Sheet metal working	• Fitting and machining	• Production in the manufacturing engineering industry	• Welding and fabrication

Assessment

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

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

Safety Requirement: All students are required to wear steel capped safety shoes when completing practical work.

Fashion (FAZ)

Applied senior subject

(Subject fee applies)

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

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

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Historical fashion influences	• Industry trends	• Fashion designers	• Adornment

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** • Product: fashion garment/s **Planning and evaluation** • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Awareness campaign promoting sustainable fashion practices** • Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog **Planning and evaluation** • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills (FUR)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Furniture-making	• Furniture-making	• Interior furnishing	• Production in the domestic furniture industry

Assessment

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

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

Safety Requirement: All students are required to wear steel capped safety shoes when completing practical work.

Hospitality Practices (HPJ)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Casual dining	• Bar and barista basics	• Culinary trends	• In-house dining

Assessment

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

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

Industrial Graphics Skills (GSK)

Applied senior subject

(Subject fee applies)

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Computer-aided drafting — modelling	• Computer-aided manufacturing	• Drafting for residential building	• Graphics for the engineering industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration** • Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes **Documentation** • Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Product** • Product: the drawing skills and procedures used in 5–7 drawing production processes **Drawing process** • Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

Information & Communication Technology (ICJ)

Applied senior subject

(Subject fee applies)

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

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

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, digital media, advertising, film and television production and online and social media production.

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Webpage Development	Audio and Video Production	Layout and Publishing	Digital Imaging and Modelling

Assessment

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

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

Food & Nutrition (FNU)

General senior subject

(Subject fee applies)

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

Dance in Practice (DIP)

Applied senior subject

Applied

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

Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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

Pathways

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

Objectives

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

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

Structure

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

Unit titles			
• Celebration	• Industry	• Health	• Technology

Assessment

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

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

Drama in Practice (DRP)

Applied senior subject

Applied

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

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

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

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 should:

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

Structure

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

Unit titles			
• Collaboration	• Community	• Contemporary	• Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	**Devised scene** • Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	**Director's brief** • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Media Arts in Practice (MAP)

Applied senior subject

Applied

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

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences.

Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

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

Structure

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

Unit titles			
• Personal viewpoints	• Representations	• Community	• Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Music in Practice (MUP)

Applied senior subject

Applied

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

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

Structure

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

Unit titles			
• Music of today	• The cutting edge	• Building your brand	• 'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Visual Arts in Practice (VAP)

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit titles			
• Looking inwards (self)	• Looking outwards (others)	• Clients	• Transform & extend

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

Drama (DRA)

General senior subject

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Summative assessments

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

Film, Television & New Media (FTM)

General senior subject

General

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 & 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 conceptual and creative problems.

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?

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

Visual Art (ART)

General senior subject

General

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

VET Pathways and Other Courses of Study

Other Courses of Study

Other Courses of Study forms part of a Customised Pathway or a Vocational Pathway in the Senior School. Students who choose an Other Course of Study should be aware that these programs are over and above the 6 subject requirement for all senior students.

Enrolment forms for Certificate Courses will be available at SET Plan Interviews or from the Industry Liaison Officer in Student Services.

School Based Programs

School Based Traineeships and Apprenticeships (SAT)
Distance Education
CQ University at School – SUN & VETiS programs

Certificate Courses

RATEP (Remote Area Teacher Education Program)
TAFE Courses - Health Support, Retail Cosmetics
Hospitality
Skills for Work & Vocational Pathways
Rural Operations
Resources & Infrastructure Work Preparation
Fitness
Automotive Body Repair and Technology

Applied subjects and Certificate II VET qualifications with duplication of learning

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified in the table 'Applied subjects and Certificate II VET qualifications with duplication of learning'. Students may enrol in a combination of these courses; however, where duplication has been identified, QCE credit will only accrue for one course, i.e. a maximum of four QCE credits. At the time of enrolment, the list of courses in the table applies. This list of subjects and qualifications is reviewed and updated annually. If a qualification on this list is superseded, the new qualification will also be considered 'duplication of learning' unless otherwise advised.

All completed and partially completed VET qualifications and Applied subjects are recorded on the Senior Statement and/or Statement of Results.

Applied subjects and Certificate II VET qualifications with duplication of learning

Learning area	Applied subject	VET qualification	Max. QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4
	Sport & Recreation	SIS20115 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20115 Certificate II in Business BSB20120 Certificate II in Workplace Skills	4
	Religion & Ethics	No duplication	4
	Social & Community Studies	No duplication	4
	Tourism	SIT20116 Certificate II in Tourism SIT20122 Certificate II in Tourism	4
Mathematics	Essential Mathematics	No duplication	4
Sciences	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
	Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
	Furnishing Skills	MSF20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology ICT20120 Certificate II in Applied Digital Technologies	4
The Arts	Arts in Practice	No duplication	4
	Dance in Practice	CUA20120 Certificate II in Dance	4
	Drama in Practice	No duplication	4
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4

Note: If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.

Source : https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules

Multiple VET qualifications

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

New learning in VET

Credit for the QCE accrues when a student completes new learning. When a student completes multiple VET qualifications, an RTO may credit transfer previously completed units of competency from one qualification to another qualification. New learning in VET is identified for a unit of competency when it is reported as:

‘Competency achieved/pass' and is the earliest date completed

'Credit transfer/national recognition' but has not been recorded elsewhere in the student’s learning account, and is the earliest date completed

'Credit transfer/national recognition' but at the earliest date completed was not part of a qualification that can contribute credit to the QCE.

Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

Qualifications from the same VET training package

A maximum of eight credits from the same VET training package can contribute to a QCE. Credit in the Core category of learning will accrue as the priority.

When a student completes or partially completes multiple qualifications from the same VET training package (e.g. a Certificate II in Business and a Certificate III in Business, or a Certificate II in Sport & Recreation and a Certificate III in Fitness), credit accrued from new learning in the Core category of learning will contribute credit, in the first instance, to a QCE. For the maximum credit to accrue for the highest-level qualification, at least 90% (or all but one of the units of competency) must be new learning.

A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes only a Diploma or Advanced Diploma while at school accrues credit in the Complementary category of learning.

All completed qualifications are recorded on the Senior Statement and/or Statement of Results.

The QCE estimator is available in the Student Management application.

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

Certificate I	Certificate II	Certificate III or Certificate IV	Category of learning	Maximum QCE credit
✓			Preparatory	2–3
	✓		Core	4
	✓		Core	4–8
	✓	✓	Core	5–8
✓	✓		Preparatory Core	4–7 (2–3 from Preparatory plus up to 4 from Core)
✓	✓	✓	Core	5–8
	✓	partially completed	Core	4 from Certificate II (0–4 additional credit from partial completion of the Certificate III accrues for new learning)

Source : https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules

VET credit transfer

Credit accrues to the QCE when a student completes new learning, as defined above.

At least 90% of the total units of competency required for the qualification must be reported as competent. All completed and partially completed VET qualifications that contribute to the QCE are recorded on the Senior Statement and/or Statement of Results.

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

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

QCE credit	Amount of new learning completed	Notes
Full QCE credit	90% or more	10% of the total units of competency, or one of the competencies, can be reported as credit transfer. For Certificate I, the qualification must also be completed and awarded.
75%	75%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only.
50%	50%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only.
25%	25%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only.
0%	<25%	

Source : https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules

School-based Apprenticeships and Traineeships (SAT's)

School-based apprenticeships and traineeships (SATs) provide an opportunity for students in Years 10, 11 and 12 to undertake employment-based training while continuing full-time enrolment in a school program and studying towards a Queensland Certificate of Education (QCE).

In exceptional circumstances, students in other years may be considered eligible. For further information refer to business cases for students outside Years 10, 11 and 12 on the Apprenticeships Info External link website or the Guide to school-based apprenticeships and traineeships External link.

School-based apprenticeships and traineeships:

- support transitions from school to work and promote education, training and employment opportunities for secondary school students
- provide students with opportunities to develop skills and knowledge relating to actual employment situations
- allow students to start, and in some cases complete, a vocational qualification while still at school
- improve post-schooling employment and training pathways for students
- improve links between education and industry, school and local community.

Source: https://education.qld.gov.au/careers/apprentices-and-trainees/school-to-work/school-based-apprenticeships-and-traineeships

Students will need to select five (6) courses of study, and may be ATAR eligible or ineligible. Certificate III completion or above can contribute to an ATAR. Signing up for a school-based traineeship or apprenticeship will mean there may be some adjustment to the school program to incorporate training or work-related activities. Any changes to the school program need to be negotiated with the Head of Senior Schooling to ensure all courses and programs can continue.

However, students who wish to obtain an ATAR should consider the workload of taking an 'Other Course of Study' due to the workload requirements. Students will be encouraged to utilise Fridays for their Apprenticeship/Work/Traineeship Day.

Distance Education

Mareeba State High School can offer students the option of studying Distance Education subjects through Brisbane, Cairns and Charters Towers. Distance Education is only on offer for students wishing to study a subject that the school does not offer, such as a language, where they are insufficient numbers for the subject to run, or when there is a timetable clash.

If interested in studying a subject through Distance Education, you need to ensure that you are self- motivated and able to study by yourself, as well as ensure continual access to the internet and phone for lessons. An interview with the **Deputy Principal Senior Schooling** will need to occur before approval is granted to study a Distance Education Subject.

Funding/Cost to student:

There is a separate enrolment form and subject charge for these subjects. SDEs have specific charges per subject - students will need to pay these. These are confirmed by these SDEs on student enrolment. It is suggested students investigate SDE websites for charges. *Please note: fees may change without notice.

Successful students will have alternate lessons allocated to use in the Distance Education facility in the Library.

Online lessons are compulsory and may need to be attended three times a week. Online lessons may not occur during the allocated alternate lessons (timetables for online lessons are generated through the School of Distance Education). https://education.qld.gov.au/schools-educators/distance-education

More information is available at the following websites:

- Brisbane School of Distance Education — Phone: (07) 3727 2444
- Cairns School of Distance Education — Phone: (07) 4080 9111
- Capricornia School of Distance Education
  - Rockhampton Campus - Phone (07) 4931 4800
  - Emerald Campus - Phone: (07) 4987 9100
- Charters Towers School of Distance Education — Phone: (07) 4754 6888

University at School – CQU (Central Queensland University)

Sourced from https://www.cqu.edu.au/

Start Uni Now (SUN)

Experience university while you're still in school with CQU University's **Start Uni Now (SUN) high school program**. You can complete units from your chosen degree giving you a head start on your studies. You will also require permission from your Principal or school nominee and a parent or guardian

To be eligible to apply for SUN you must be:

- enrolled in Year 11 or 12 (Year 10 students are eligible for Term 3 enrolment only)
- achieving an average B grade (or better) cross all school subjects (as per your most recent report card).
- Achieving a B grade in ATAR-level English is desirable.

For more information - https://www.cqu.edu.au/study/entry-pathways/start-uni-now

Start TAFE Now (STN)

Start TAFE Now offers Year 11 and 12 Queensland students the opportunity to study VET courses as part of their Queensland Certificate of Education. You can choose between certificate I, II, III, IV and diploma-level courses in a wide variety of disciplines. Benefit from developing real trade skills and qualifications while completing secondary school. If you're in Year 11 you can include a Start TAFE Now certificate III qualification or higher to contribute to your ATAR

To participate in the VETiS program, you must:

- Remain enrolled in, and attend, a Queensland school throughout the duration of the program
- Be in year 11 or 12 to participate in most programs
- Identify the VETiS program in your Senior Education and Training (SET) plan
- Have attained a Sound achievement result in Year 10 numeracy and literacy subject or equivalent prior to enrolling in the program.

For more information - https://www.cqu.edu.au/study/entry-pathways/start-tafe-now

Study areas include:

- Allied Health
- Business and Accounting
- Creative, Performing and Visual Arts
- Digital Media, Communications and Arts
- Education, Teaching and Childcare
- Engineering, Built Environment and Aviation
- Information Systems and Technology
- Law, Criminology and Justice
- Nursing, Paramedicine and Health
- Psychology, Social Work and Community Services
- Safety Sciences
- Science, Environment and Agriculture
- Service Industries
- Trade

There is a cost associated with studying University subjects at school and these must be paid for prior to the course starting.

VETiS qualifications that are funded by the Queensland Government's VET investment budget are listed on the Queensland Government Department of Education and Training (DET) Training Subsidies List. CQUniversity is an approved Registered Training Organisation (RTO) for the delivery of VETiS qualifications on the Queensland Training Subsidies List at certificate levels I and II.

If you would like to access the VET investment subsidy to undertake a Certificate III Qualification, as a high school student you can do so as a School-based Apprentice or Trainee (SAT) with CQUniversity

2026 COURSES AVAILABLE

Course Provider	Course Title	Course Duration	Max QCE Credits	VETiS Funded	No VETiS Funding
RATEP (Remote Area Teacher Education Program)	Certificate III in Aboriginal and Torres Strait Islander Education (Code: 10751NAT)	1 year	8	Yes	Nil ATSI students only
Civil Safety	Certificate II in Rural Operations (Code: AHC21216) (students commence Year 11)	2 Years	4	Yes	$2000
	Certificate II in Resources and Infrastructure - Work Preparation (Code: RII20120)	1 Term	4	Yes	$2000
Binnacle Training	Certificate III in Fitness (See Subject Information Pages 28-30) (Class Timetabled)	2 Years	8	Yes	$420 -$450
Work Skills	Certificate II in Automotive Body Repair & Technology Delivered at Mareeba Race Course	1 Year	4	Yes	
TAFE	Certificate II Retail Cosmetics TAFE Mareeba, Peters Street, Mareeba	1 Year	4	Yes	
TAFE	Certificate II in Health Support TAFE Mareeba, Peters Street, Mareeba	1 Year	4	Yes	

NOTE: Students can access one VETiS funded Certificate Course. If a course is VETiS (Vocational Education & Training in Schools) funded there is no training cost to the student, unless they have used their funding for previous courses.

These other courses of study form part of a Customised Pathway or a Vocational Pathway in the Senior School. Students who choose other courses of study should be aware that these programs are over and above the 6 subject requirement for all senior students. Enrolment forms for Certificate Courses will be available at SET Plan Interviews or from the Industry Liaison Officer in Student Services.

CERTIFICATE II IN AUTOMOTIVE BODY REPAIR & TECHNOLOGY

The AUR20920 Certificate II in Automotive Body Repair Technology prepares new employees or recognises and develops existing workers who perform repair and maintenance operations in an automotive repair facility. Job roles related to this qualification include vehicle body repair assistance and vehicle painter assistant.

This qualification covers the skills and knowledge required to perform a range of basic tasks when repairing and maintaining the automotive body of cars and other vehicles.

Funding/Cost to student: VETis

Career Ready Program
AUR20920 Certificate II in Automotive Body Repair Technology

work skills

Delivery Arrangement

- February 10th to September 18th 2026
  - Every Friday - 9am to 3pm (Excluding school holidays)
- Mareeba Turf Club 1 Fenwick St, Mareeba QLD 4880, Australia

Mareeba State High School

Eligible Participants should be enrolled in Year 11 or 12.

Register Now

Contact us for more information

www.workskills.com.au

info@workskills.com.au

1300 360 567

EC Training Pty Ltd T/a Work Skills

(ACN 094018201)

RTO Code: 31384

Unit of Competency Details
The following list of units of competency have been selected as being an appropriate combination and suitable for industry required outcomes.

Core Units
AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
AURAFA002 Read and respond to automotive workplace information
AURAMA001 Work effectively with others in an automotive workplace
AURASA102 Follow safe working practices in an automotive workplace
AURTTK102 Use and maintain tools and equipment in an automotive workplace
Elective Units
AURVTA001 Prepare vehicles for customer use
AURETR125 Test, charge and replace batteries and jump-start vehicles
AURVTN003 Remove and store vehicle body components
AURLTJ113 Remove, inspect and refit light vehicle wheel and tyre assemblies
AURVTP020 De-nib, buff and polish vehicle painted surfaces
AURVTP101 Remove paint from vehicle painted surfaces
AURVTN116 Repair vehicle body panels using filler
AURVTN102 Carry out non-structural vehicle panel repairs

For more information refer to:

Work Skills Website

Nationally Recognised Training

Skills Assure
Proud to be a Queensland Government subsidised training provider

Australian Qualifications Framework

CERTIFICATE II IN HEALTH SUPPORT SERVICES

Start your career in the health care sector with this entry-level course and develop the basic skills needed to work within a variety of health environments in support roles.

Begin your career in healthcare with this entry-level course. This qualification will give you the foundation skills necessary to work in an assistant role in a health, aged or residential care setting, or to undertake further study in the field. Australia's healthcare industry is a strong-growth sector with more than 50,000 jobs expected to open in the next five years.

This course will equip you to work with people from diverse backgrounds, recognise healthy body systems, respond to behaviours of concern, and transport patients. Our highly-experienced industry professionals will guide you every step of the way to ensure your transition into the health sector is a success.

Successful completion of this course will qualify you to work in an assistance role in a health care facility as a ward assistant, orderly, food services assistant or laundry services worker. It will also give you the foundation skills you need to undertake further study in the industry.

Funding/Cost to student: VETis

The successful achievement of this qualification requires you to complete all core and 8 elective units from the list below.

Core units

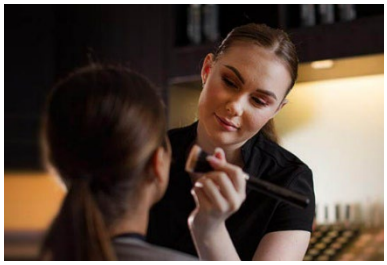
UNIT CODE	UNIT NAME
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety

Elective units

UNIT CODE	UNIT NAME
BSBMED301	Interpret and apply medical terminology appropriately
BSBPEF202	Plan and apply time management
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTAID011	Provide First Aid
HLTWHS005	Conduct manual tasks safely

Note: For some courses, not all electives are available at all campuses.

CERTIFICATE II IN RETAIL COSMETICS



Embark upon a career in retail cosmetics with this entry-level qualification. Gain experience and skills that will help you forge a pathway as a retail sales consultant in the beauty industry.

Establish the skills and experience you need to excel as a retail sale consultant in the beauty and cosmetic industry with this entry-level qualification. This course will give students a feel for what it will be like to work in cosmetics sales, providing hands-on lessons and tasks.

According to the Australian Government's Job Outlook service, the number of people working as retail sales assistants is expected to see stable future growth. This very large occupational area is expected to create around 445,000 job openings over the next five years.

Offering practical training that will provide you with a hands-on experience, our experienced educators will teach you how to design and apply make-up, offer advice on beauty products and services, and sell to the retail customer. You will also learn to communicate as part of a salon team and conduct salon financial transactions.

Successfully completing this qualification will give you a taste of what you can expect in the retail cosmetic industry while giving the skills you need to boost your employment opportunities.

Funding/Cost to student: VETis

The successful achievement of this qualification requires you to complete all core and 6 elective units from the list below.

Core units

UNIT CODE	UNIT NAME
SHBBCCS004	Demonstrate retail skin care products
SHBBCCS005	Advise on beauty products and services
SHBBMUP009	Design and apply make-up
SHBXCCS007	Conduct salon financial transactions
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXIND005	Communicate as part of a salon team
SHBXWHS003	Apply safe hygiene, health and work practices
SIRXIND003	Organise personal work requirements
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms

Elective units

UNIT CODE	UNIT NAME
BSBSUS211	Participate in sustainable work practices (Greater Brisbane only)
SHBBBOS007	Apply cosmetic tanning products (Greater Brisbane and Gold Coast only)
SHBBFAS004	Provide lash and brow services (Darling Downs and South West only -Lashes Pathway)
SHBBINF002	Maintain infection control standards
SHBBMUP008	Apply eyelash extensions (Darling Downs and South West only - Lashes Pathway)
SHBBMUP010	Design and apply make-up for photography (Not offered Greater Brisbane - Make Up Pathway)
SHBBMUP011	Design and apply remedial camouflage make-up (Not offered Greater Brisbane or Gold Coast - Make Up Pathway)
SHBBRES003	Research and apply beauty industry information
SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays

Note: For some courses, not all electives are available at all campuses.

TAFE IN SCHOOLS

TAFE in Schools is run in Cairns on Thursdays. Students will need to organise their own transportation. You will need to see the **Industry Liaison Officer** in A-Block to discuss enrolment and fees.

TAFE QUEENSLAND
CAIRNS

TAFE AT SCHOOL
2026 COURSES

Code	Program name	QCE Credits	Delivery
#AUR20720	Certificate II in Automotive Vocational Preparation	4	Face-to-face, one day a week, Wednesday or Thursday
#AUR20420	Certificate II in Automotive Electrical Technology	4	Face-to-face, one day a week, Thursday
#MEM20422	Certificate II in Engineering Pathways	4	Face-to-face, one day a week, Wednesday or Thursday
#*11054NAT	Certificate II in Plumbing Services	4	Face-to-face, one day a week, Tuesday or Thursday
#UEE22020	Certificate II in Electrotechnology (Career Start)	4	Face-to-face, one day a week, Tuesday or Wednesday or Thursday
#CPC10120	Certificate I in Construction	3	Face-to-face, one day a week, Tuesday or Thursday
#RII20120	Certificate II in Resources and Infrastructure	4	Face-to-face, one day a week, Thursday
MAR20321	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)*	4	Face-to-face, one day a week, Tuesday or Thursday

APPLICATIONS OPEN
MONDAY 18 AUGUST 2025
Apply at **tafeapply.com** using the application code **TQN2601**

FUNDING ELIGIBILITY
A new Career Ready VET in schools program is being developed as part of the Queensland Training Priorities Plan 2024-25 to help school students make good career and training choices, so they can leave school career-ready, informed and confident in what their future holds.

The Career Ready program will replace the VETiS program and will be further developed in consultation with stakeholders and implemented in a staged approach from 2026. More information and program guidelines will be available at **www.desbt.qld.gov.au/vetis** Information current as at May 2025 derived from the Department of Trade, Employment and Training website.

QCE CREDITS
Due to duplication of new learning, some students may not receive the maximum available 4 QCE credits.

Year 12 students need to ensure every effort is made to attend every lesson, as extension may impact QCE attainment at end of Year 12.

* Students will be required to complete compulsory Vocational Placement (VPC).
# Personal Protective Equipment. Students will need to purchase steel capped boots and trade work wear clothing.
All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers are attained.

If you require additional information, contact Lisa Laffin.
E: lisa.laffin@tafeqld.edu.au | **P:** 0457 594 473

north.schools@tafeqld.edu.au | tafeqld.edu.au

Information is correct at time of printing May 2025

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CAIRNS

TAFE AT SCHOOL
2026 COURSES

Code	Program name	QCE Credits	Delivery
HLT23221	Certificate II in Health Support Services	4	Face-to-face, one day a week, Thursday
*HLT33115	Certificate III in Health Services Assistance	4	Students will commence the practical training component of this course in Term 4 of year 11 in 2025. Classes in 2026 will be online evening sessions.
SHB20121	Certificate II in Retail Cosmetics	4	Face-to-face, one day a week, Thursday
SHB20216	Certificate II in Salon Assistant	4	Face-to-face, one day a week, Thursday
SIT20322	Certificate II in Hospitality	4	Face-to-face, one day a week, Thursday

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COURSES CONTIUNUED OVER PAGE >

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Malanda (Training delivered at Malanda State High School)

Code	Program name	QCE Credits	Delivery	Page number
AUR20720	Certificate II in Automotive Vocational Preparation	4	Face-to-face, one day a week, Tuesday	19

Mareeba (Training delivered at Mareeba State High School)

Code	Program name	QCE Credits	Delivery	Page number
HLT23221	Certificate II in Health Support Services	4	Face-to-face, one day a week, Friday	15
SHB20121	Certificate II in Retail Cosmetics	4	Face-to-face, one day a week, Friday	16

Mossman (Training delivered at Mossman State High School)

Code	Program name	QCE Credits	Delivery	Page number
SIT20122	Certificate II in Tourism	4	Face-to-face, one day a week, Wednesday	18

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

If you wish to begin a School-Base Apprenticeship or Traineeship you will need to see the **Industry Liaison Officer** in A-block. Examples of traineeships and apprenticeships are listed below.

Barbering, Hairdressing

Code	Program Name	Location	Fully funded
SHB30516	Certificate III in Barbering	Burdekin, Cairns, Townsville (Pimlico)	Yes
SHB30416	Certificate III in Hairdressing	Burdekin, Cairns, Mount Isa, Townsville (Pimlico)	Yes

Beauty

Code	Program Name	Location	Fully funded
SHB50121	Diploma of Beauty Therapy	Cairns, Townsville (Pimlico)	Yes

Childcare

Code	Program Name	Location	Fully funded
CHC30121	Certificate III in Early Childhood Education and Care	Atherton, Barnaga, Bowen, Burdekin, Cairns, Charters Towers, Ingham, Innisfall, Mount Isa, The Whitsundays, Thursday Island, Townsville (Pimlico)	Yes

Community Services

Code	Program Name	Location	Fully funded
CHC32015	Certificate III in Community Services	Cairns, Townsville (Pimlico)	Partial

Health

Code	Program Name	Location	Fully funded
HLT35021	Certificate III in Dental Assisting	Cairns, Townsville (Pimlico)	Yes
HLT37215	Certificate III in Pathology Collection	Cairns, Townsville (Pimlico)	Yes
CHC33021	Certificate III in Individual Support (Ageing)	Atherton, Bowen, Cairns, Innisfall, Townsville (Pimlico)	Yes
CHC33021	Certificate III in Individual Support (Disability)	Atherton, Bowen, Cairns, Innisfall, Townsville (Pimlico)	Yes
HLT33115	Certificate III in Health Services Assistance	Cairns, Townsville (Pimlico)	Yes

Hospitality, Cookery

Code	Program Name	Location	Fully funded
SIT30622	Certificate III in Hospitality	Cairns, Townsville (Pimlico), The Whitsundays	Yes
SIT30821	Certificate III in Commercial Cookery	Cairns, Mount Isa, Townsville (Pimlico), The Whitsundays	Yes

Tourism and Travel

Code	Program Name	Location	Fully funded
SIT30222	Certificate III in Travel	Cairns, Townsville (Pimlico), The Whitsundays	Yes
SIT30122	Certificate III in Tourism	Cairns, Townsville (Pimlico), The Whitsundays	Yes

CERTIFICATE II IN RURAL OPERATIONS

The Certificate II in Rural Operations qualification provides you with the skills and knowledge needed to work in varied capacities in agriculture, horticulture, and animal care.

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

Funding/Cost to student: VETis +*

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UNITS FOR CERTIFICATE II IN RURAL OPERATIONS

*This is an example and electives may be adjusted to suit the needs of the student

Units of Competency

AHCWHS201	Participate in work health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work effectively in the industry
AHCMOM204	Undertake operational maintenance of machinery
AHCMOM305	Operate specialised machinery and equipment
AHCINF203	Maintain properties and structures
AHCINF204	Fabricate and repair metal or plastic structures
AHCMOM203	Operate basic machinery and equipment
AHCMOM302	Perform machinery maintenance
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity
RIISAM203E	Use hand and power tools
RIISAM205E	Cut, weld and bend materials
RIISAM209E	Carry out operational maintenance
CPCCOM1015	Carry out measurements and calculations

38 James Street, MAREEBA
(Behind Sunwater Building)

Phone: (07) 5556 8600
Email: mareeba@civilsafety.edu.au