Aspiring Together ....
A World of Opportunities!

LAIDLEY
STATE HIGH SCHOOL

2026 - 2027

Senior Subject
Information Booklet

Ambition   **S**elf Belief   **P**erseverance   **I**ntegrity   **R**espect   **E**mpathy

FROM THE PRINCIPAL

Aspiring Together …… A World of Opportunities!

Welcome to the Senior Phase of Learning at Laidley State High School. Years 11 and 12 are an integral component of your secondary education and represent a gateway to your future education, training and employment opportunities. The choices you make now will help you to plan for your future and successfully achieve your career goals.

Young people are required to stay at school until they complete Year 10 or turn 16 years of age. After this, they must then participate in education or training for a further 2 years or until they have:

        * Completed a Senior Statement
OR   * completed a Certificate III vocational qualification
OR   * turned 17 years of age

Students can apply for an exemption from school to enter full time employment (25 hours per week) or training in specific circumstances. Advice should be sought from the school on an individual basis.

The education and training choices available to young people have significantly increased in recent years. As a result, it is more important than ever that parents help their children to set realistic career goals and make appropriate decisions about their intended learning programs. The changes to tertiary entrance and the attainment of the Qld Certificate of Education also requires careful course planning and regular monitoring of progress to ensure students have optimal opportunity to achieve their QCE and attain entry to tertiary institutions.

Prior to making your subject choices, you will be required to complete a Student Education and Training Plan (SET plan) that will help you to plan your learning journey. In developing this plan and selecting your subjects, you can access assistance from parents, teachers, Heads of Department, Subject Area Coordinators, the Guidance Officer and various resources (including the Job Outlook online www.joboutlook.gov.au., My Future.com website www.myfuture.edu.com and this subject selection booklet).

Your future starts now. Plan it, prepare for it and most of all proceed with determination and enthusiasm and a commitment to 'be the best you can be'.

Yours faithfully,

Michael Clarkson
Principal

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. Find Out About Occupational Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia's National Career Information Service, called *myfuture*, can be accessed at: **www.myfuture.edu.au**
- Job Outlook on line www.joboutlook.gov.au
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
- The *Tertiary prerequisites* book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC.
- Queensland TAFE Handbook at: http://www.tafe.qld.gov.au/.

2. Find out about the subjects offered at school.

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

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

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

General syllabuses

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

Applied Syllabuses

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

Senior External Examination

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and 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: https://www.education.gov.au/australian-core-skills-framework.

Other
- Subjects, other than a QCAA developed subject offered by a school or other educational institution and approved by the QCAA, include approved TAFE subjects or qualifications from specialist-accredited agencies,
  - e.g. music or dance.
- Contributes to QCE if the required standard is reached.

3. *Check out each subject fully*

Take these steps to ensure you understand the content and requirements of each subject:
- Read subject descriptions and course outlines in the booklet provided.
- Talk to Heads of Departments and teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject
- Check subject prerequisites
- Fully understand the requirement of the subject assignments, exams, trips, camps, etc.

4. *Choose a combination of subjects that suits your needs, abilities and future educational requirements*

Vocational education
- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Tertiary entrance
If you wish to study degree or diploma courses at university or TAFE after Year 12 you may require an ATAR
- Ensure you select the prerequisite subjects required for your preferred courses.
- Most students gain entry to university on the basis of an ATAR. To understand more about the eligibility for an ATAR please refer to page 8 of this Senior Subject guide.

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.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General Syllabuses and Short Courses

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

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

Applied Syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)

- has a third-party arrangement with an external provider who is an RTO

- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or

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

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

English requirement

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

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

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

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. 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.

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrixes

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

Essential English and Essential Mathematics — Common Internal Assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative Internal Assessment — Instrument-specific Standards

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

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

Short Courses

Course overview

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

Short Courses are available in:

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

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

General Syllabus Subject Prerequisites and Performance Requirements

Our school is committed to students choosing Senior subjects in which they are likely to achieve success. On most occasions, the best indicator of future academic success is a students' prior academic work habits, learning strategies and achievement.

There are significant negative impacts on ATAR and Queensland Certificate of Education (QCE) attainment when students fail subjects and need to make subject changes, particularly when they move from ATAR eligibility to non-ATAR eligibility. Subject changes usually occur because the student:

- was not adequately prepared for the subject or it was too difficult for them
- was frequently absent from school
- was unable or unwilling to put in the required effort
- has personal or family issues that have significantly impacted on their learning

General Syllabus Subject Pre-Requisites

For these reasons, most General Syllabus subjects have required pre-requisites (these are listed in the Common Pre-Requisites paragraph below and in the Subject Specific Pre-Requisites table on page 14). These pre-requisites must be achieved by students in Year 10 to be able to commence these subjects at the start of Year 11. In addition to these pre-requisites, many subjects also have recommended subject achievement standards that guide students and parents when making decisions about subject choices. These are not required standards, however, are good indicators that a student is well prepared to study and succeed in this subject.

A student will not be able to choose a subject during the SET Planning process in Year 10 if they have not met the pre-requisite. However, students who are not meeting these standards at subject selection time have the remainder of the year to seek assistance and work hard to address these issues so that they are eligible to seek approval to change into the desired subject in Year 11.

Appeals Process

Students/parents are able to appeal school decisions regarding subject pre-requisites in writing. This allows students to explain their personal circumstances, their past performances and the strategies that they will implement to achieve future success. The Principal or delegate will make decisions about these appeals. If an appeal is not successful, students will need to choose different subjects before the start of Year 11. On most occasions, appeals are unlikely to succeed as students will have already had an opportunity to address the issues and meet the required performance standards.

Common Pre-Requisites for All General Syllabus Subjects

The following common pre-requisites must be met by students to be eligible to commence any General Syllabus subject in Year 11.

- Must achieve a C in English in Year 10.
- Must have an ASPIRE Learning Engagement GPA of 3.25 in Semester 2 Year 10. This reflects slightly above a C average for Effort and Behaviour on school report card.
- Must have attendance rate of 90% or higher for Year 10.

Subject Specific Pre-Requisites

The following subject specific pre-requisites <u>must</u> also be met by students in <u>Semester 2 of Year 10</u> to be eligible to commence the relevant General Syllabus subject in Year 11.

Subjects	Subject Specific Prerequisites
Mathematical Methods	B in Mathematics
General Mathematics	C in Mathematics
Chemistry	C in Science
Physics	B in Science and B in Mathematics
Biology	C in Science
Physical Education	C in English and B in Health and Physical Education
Psychology	C in Science

General Syllabus Subject Recommendations

In order to support students making appropriate subject choices, a number of General Syllabus subjects also have recommended subject results for entry based on their final Year 10 results. These recommendations are to provide students with an understanding of what current grades are required to help them succeed in the chosen subject. These grades may be higher than the pre-requisites and therefore it is important to note that these recommendations are to assist with students making appropriate subject choices but will not be used in place of the pre-requisite.

General Syllabus and Certificate III VET Subjects Recommendation	
English/Arts	
General English	Minimum of B in English
Drama	C in Year 10 English and Year 10 Drama.
Music	C in Year 10 English and Year 10 Music.
Film, TV and New Media	C in Year 10 English and Year 10 Media
Humanities	
Ancient History	Minimum of B in English, C in History
Legal Studies	Minimum of B in English
Certificate III in Business / Certificate II Tourism	Minimum of C in English and Mathematics
Health and Physical Education	
Certificate III in Fitness	Minimum of C in English
Science	
Physics	It is recommended that students also study Mathematical Methods
Agricultural Practices	C in Science or Agricultural Studies

Requirements to Maintain ATAR Eligibility and Enrolment in General Syllabus Subjects during Year 11 and 12

Students studying General Syllabus subjects in Year 11 and 12 must maintain the following standards to remain ATAR eligible and/or remain enrolled in General Syllabus subjects. These requirements include:

- Maintain an attendance rate of 90% or higher.
- Maintain a minimum of a Satisfactory result for Effort and Behaviour in all subjects

Where a student is not meeting these standards at the end of each term, the student will be put on notice that their performance must improve during the following term. This will occur in writing to parents. Opportunities will be provided for students and parents to meet with the school to discuss the required standards, the relevant improvement strategies and the support available to assist students to succeed. If the student doesn't make the required improvements by the end of the next reporting period, they may be required to choose replacement subject/s for the following semester.

Appeals Process

Students/parents are able to appeal school decisions to withdraw a student from a General Syllabus subject. This must be done in writing within one week of receiving notice of this decision. In some cases, the school may not enforce this policy to withdraw students from General Syllabus subjects as we could already be aware of the reasons these standards have not been met and are already working closely with the student and family to support the student to address these issues.

In the majority of cases, appeals are unlikely to succeed as students will have been warned about the improvement required and have had a full school term to address the issues and meet the required performance standards.

UNIVERSITY ENTRANCE

If students are wanting to apply for entry into university, they must apply through Queensland Tertiary Admission Centre (QTAC).

QTAC applies two selection principles to all applications:

1. **Eligibility -** Applicants for a course must satisfy the Minimum Entry Requirements (e.g. prior study, folio, audition, English language proficiency, subject prerequisites). If an applicant does not satisfy the entry requirements for a course, their application is not considered for that course.
2. **Merit -** Applicants who do satisfy the Minimum Entry Requirements then compete for a place on the basis of their ATAR. Offers are made to applicants in descending rank order until all quota places are filled.

Eligibility

Institution admission criteria apply to every applicant for every course offered. The criteria can be different for each institution. Common admission criteria include:

- English language proficiency
- Course quota (the estimated number of places available in a course)
- Age requirements
- Prerequisites

Some courses have additional admission criteria such as a personal statements, questionnaires, portfolios, auditions, interviews, or tests, which are considered instead of, or together with, your academic qualifications.

Each institution sets its own admission criteria and most offer additional pathway options to applicants who do not meet these general requirements. Visit the individual institution pages for details.

Merit

QTAC put all applicants competing in the offer round in an 'order of merit', where the applicant with the best ATAR is first and the applicant with the next best rank is second etc.

QTAC make offers by going down the order of merit until all places in the course are filled. Where they stop is called the minimum selection threshold (i.e. the lowest rank offered; previously called 'cut-off'). The minimum selection threshold:

- is not set beforehand
- can be used as a guide (only) as to what future cut-offs may be.
- do not usually change much from year to year, but do change on occasion.
- can change across semesters and between offer rounds for the same semester
- reflect supply and demand for a course (i.e. the number of places in the course, the number of applicants for the course and the quality of those applicants). This is not an indicator of the quality of the course.

Vocational Education and Training Information for Students

The purpose of this information is to provide VET students with important information about the VET programs offered by this school as well as your rights and responsibilities as a VET student enrolment.

Code of Practice

Provision of Quality Training and Assessment
Laidley State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s. Students who enter the course after the start date has a negotiated package of units that will lead to a Statement of Attainment. In the event of losing the specialist trainer, and Laidley State High School being unable to obtain a suitable replacement or 3rd party, school will not be able to continue delivery, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Vocational Education and Training
As a Registered Training Organisation (RTO), Laidley State High School has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications issued by courses delivered here or by other Registered Training Organisations.

Legislative Requirements
Laidley State High School will meet all legislative requirements of State and Federal Governments, in particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Access and Equity
All students in the compulsory phase of learning are offered access to vocational education subjects through our subject selection process. Through the SET plan process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in. The advice takes into account each student's existing skills and knowledge prior to the finalisation of subject selection to ensure that students are able to make informed decisions before undertaking training in a VET qualification or accredited course. Course content, assessment procedures and vocational outcomes are outlined to students prior to their commencement of a subject. In addition, students at our school RTO have access to support services and guidance services.

Quality Management Focus
Laidley State High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.

Client (Student) Service
We apply sound management practices to ensure an effective service is provided to students. Results are issued to students in accordance with QCAA requirements, are appropriate to competence achieved and issued in accordance with national guidelines.
Our quality focus includes a Recognition of Prior Learning Policy, Complaints and Appeal process and the provision of student welfare and guidance services. We will take every opportunity to ensure that this information is disseminated, understood and valued by members of our school community.

External Review
Laidley State High School has agreed to participate in external monitoring and the audit processes required by the state training agency. This covers random audits; audit following complaint and audit for the purposes of re-registration.

Management and Administration

Laidley State High School has policies and management strategies which ensure sound financial and administrative practices. Student records are managed securely and confidentially and are available for student perusal on request.

Marketing and Advertising

Laidley State High School provides students with a sound subject selection process aimed at helping students select a course of study best suited to their needs. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Training and Assessment Standards

Laidley State High School has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered.

Assessment will meet the National Assessment Principles (including Recognition of Prior Learning and Credit Transfer) as required by QCAA. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions

Laidley State High School will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, our registration to offer certain vocational education courses may be withdrawn.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) recognises what you have already learned
- from other subjects
- from things you have learned outside school, e.g. community or sporting involvement
- from work experiences or industry placement
- from your part-time job

It measures it against the vocational parts of the subject you are doing or want to do.

If what you have learned at work or elsewhere is relevant to the vocational parts of the subject, you will not have to do those parts.

What is in it for me?

It is important to apply for RPL if you think you already have some knowledge or skills that might be relevant to the vocational parts of your course.

Advantages:
- You will not have to do those vocational education parts of the course for which you have RPL.
- You might not have such a heavy workload.
- RPL recognises that you are entering a course with many skills – that you are not a total beginner.

How does it work?

Application: To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.

Assessment: You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.

Notification: You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.

What do I do now?

If you think you might be eligible for RPL, you should talk to your teacher or counsellor at school. Remember, you can apply for RPL at any time during your course/training program.

The Australian Quality Training Framework

All of the VET programs offered by this school can lead to a nationally recognised Qualification Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate/Statement of Attainment will be recognised in all eight States/Territories in Australia. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain.

Program Outcomes and Benefits
Students will be provided with opportunities to achieve the following outcomes.
- Link *off job learning* at school to *on job training* in the workplace.
- Establish *pathways to qualifications* nationally recognised by industry, education and vocational training authorities.
- Apply for *Recognition of Prior Learning (RPL)* to determine, on an individual basis, the competencies obtained by a person through previous formal or informal training, work and / or life experience.
- Receive a *QCE or Statement of Attainment* listing competencies successfully attained and a level of achievement for each Authority Subject and/ or B subject studied.
- Receive a *Statement of Attainment or Certificate* from the school to list competencies successfully achieved for each training program studied.

By choosing VET subjects you will:

- enhance career and employment opportunities by maximising post-school further education, training and employment pathways.

Benefits of being a student in a VET course:
- achieve national qualifications recognised by industry.
- receive recognition for relevant skills and knowledge achieved before studying your VET subject (RPL).

Enrolment and Admission Procedures

Access to VET subjects is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available.

Prior to enrolment students must register for a Unique Student Identifier (USI) which is completed online using the following link https://www.usi.gov.au

An enrolment form will be completed by students and upon enrolment the following details will be provided:
- a course outline indicating units of work, units of competency, assessment requirements, materials and equipment required
- VET Student Handbook (can be accessed electronically)
- RPL process and grievance processes will be discussed
- vocational outcomes and opportunities will be discussed
- credit transfers will be outlined
- details of school-based traineeships and apprenticeships will be outlined
- work placement application is issued if applicable.

A student file and profile for the two-year course of study will be established and maintained.

ASSESSMENT

Assessment Procedures

- The school's assessment policy is to be followed by students studying subjects with a VET outcome.
- Extension procedures for assignments and activities are outlined in the diary and applications can be obtained from the Head of Department of VET.
- Studies completed prior to enrolling in your VET course can be recognised through the RPL process.
- Units of competency can be repeated, resat or revisited if unsuccessful at the first attempt.
- You should negotiate with your teacher if you believe certain types of evidence should be collected to validate your competency.
- After commencement of a course, it is possible for students entering late to undertake all units of competency by completing additional studies.
- Competencies can sometimes be assessed in the workplace when on work placement or in your casual jobs.
- Assessment results may be appealed by following the appeals procedure.

Competency-Based Assessment

Competency-based assessment is the process of collecting evidence and making judgments about whether or not you have the knowledge and skills to meet the performance criteria required in the workplace. For example, are you able to use workplace equipment competently?

With this type of assessment, you will be given more than one opportunity to gain competency in particular units of competency or learning outcomes.

Assessment Items

In each semester you will complete a number of items of assessment that will be used to assess your level of achievement in this subject. These may take the form of:

- written responses
- project work
- practical work
- third party reports

- teacher observation
- case studies
- portfolios
- quizzes and simulations

Special Education - Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) acknowledges and reports the learning accomplishments of students with a disability that affects their learning. Students who undertake studies that are part of an individualised learning program will be provided with a summary of their skills and knowledge to present to employers and training providers. The program developed by the school to meet the students' individual learning needs. It may be a school-developed program or an adapted version of other areas of Queensland Certificate of Education (QCE) study that does not meet the syllabus standards or Vocational Education and Training (VET) requirements.

To be eligible to receive QCIA, students must meet **all** of the following requirements:
- ✓ be nominated by the principal of the school
- ✓ complete studies that are part of an individual learning program
- ✓ have an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- ✓ complete at least 12 years of education (other than schooling in the Preparatory Year)
- ✓ not previously have been issued with a QCIA, QCE, Senior Certificate or equivalent interstate or overseas qualification

Not all students with disability have to receive a QCIA. The school will consult with students and their parents or carers and decide on the best certification option for each student.

At exit from Year 12, a student cannot receive a QCIA and a QCE. However, a student may be issued with the QCIA and bank some credit towards their QCE (maximum of 3 contributing studies). In this situation, the QCE may be achieved and awarded post- school. If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account. For example, Vocational Education and Training (VET), Authority subjects and Authority–registered subjects. Any achievements in these areas are recorded on the Senior Statement and cannot be duplicated on the QCIA.

There are two components of the QCIA:
- ❑ Statement of Achievement
- ❑ Statement of Participation

The *Statement of Achievement* component certifies the student's demonstrated knowledge and skills according to the student's individual learning program. It is organised under six curriculum areas:
- ❑ Areas of study and learning
- ❑ Communication and technologies
- ❑ Community, citizenship and the environment
- ❑ Leisure and recreation
- ❑ Personal and living dimensions
- ❑ Vocational and transition activities.

The *Statement of Participation* component records activities undertaken as part of the student's senior schooling. Some examples of participation options may include an enterprise education program, a First Aid course, community volunteer work, cross-country or a school musical.

CONTENT: *Students may undertake the following individualised learning programs:*
- ❑ English for Living (EFL)
- ❑ Maths for Living (MFL)
- ❑ Life Skills & Work Skills (LFS)
- ❑ Community, Environment and Citizenship (CEC)

ENGLISH FOR LIVING
The *English for Living* program continues to build on and develop the language skills and knowledge described in the Year 1 – 10 English syllabus. Fundamental to the program is the concept that students will become critical users of texts, develop abilities in speaking, listening, reading, viewing and writing practices as well as make meaning of texts through understanding the influence of cultural contexts and social situations.

MATHS FOR LIVING
The *Maths for Living* program has been designed for students in the senior phase of learning who have for many reasons not become functionally numerate. Throughout the program, importance is placed on supporting and facilitating learning through creating an environment that responds to students as they make sense of the world around them. Learning experiences are hands-on, concrete and use relevant real-life situations to derive mathematical meaning.

LIFE SKILLS & WORK SKILLS
The *Life Skills* program provides students with opportunities to acquire the basic skills they need to achieve independence and success in everyday life. The program focuses on skills such as self-awareness (knowing oneself and personal life choices), people skills, (relating to others), academic skills (reading, writing, maths and study skills), practical living skills (money, travel, living arrangements, shopping, eating, nutrition and exercise), vocational skills (finding a vocation, getting and keeping a job) and problem solving skills (making good decisions, using resources, setting goals and understanding risks).

The *Work Skills* program requires students to successfully complete 10 units of work which focuses on developing basic skills for the workplace. Unit topics include:
- Develop career and learning development plan
- Work Safely
- Present a positive image in the workplace
- Develop basic knowledge of workplace relations
- Participate in structured workplace learning
- Receive and convey messages
- Apply job search and interview skills
- Use appropriate equipment
- Apply an enterprising approach in a team environment
- Locate and select relevant information

COMMUNITY, ENVIRONMENT AND CITIZENSHIP
The Community, Environment and Citizenship studies deals with the skills needed to function effectively in current and future life roles. Throughout this course students will be given the opportunity to practice new skills in a variety of settings including home, school, work, among peers and in the community. This program of study aims to:
- encourage students to develop strategies to recognise, face and deal with personal, social, workplace and community challenges
- enable students to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole
- help students understand the implications of their own and others' behaviour
- develop skills to manage change, be resilient and adaptive to cope with the demands of everyday life
- develop skills to access, organise and analyse information and communicate the information effectively to others through planning, teamwork and problem solving
- foster appreciation and respect for cultural diversity
- foster personal development and social skills which lead to self-reliance, self-management, concern for others, and the ability to work in a team
- encourage responsible attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

OPTIONAL LEARNING PATHWAYS

The Pathway to Alternative Programs

Optional Learning Pathways is about providing pathways into post-secondary schooling options, either in terms of further study or employment. Alternative programs include:

- School based traineeships and apprenticeships which provide opportunities for students to earn while they learn
- Structured work placement, work experience and work shadowing which gives students the opportunity to try different vocations, and, in some cases, this can lead to offers of part-time or full-time employment
- Enrolling in a TAFE course offered as part of the 'schools program', which means students can access a number of courses in recognised skills shortage areas at minimal costs. Course duration is generally 12 months and Year 11 and 12 students can attend either the Bundamba or Toowoomba campuses of TAFE South West.

Students who select an alternative program will miss one day per week of schooling and as such have a number of responsibilities and expectations in order to succeed in both their schooling and alternate pathway:

- Students and their parents are accountable for activities undertaken as part of an alternative program, so all absences must be advised to the school and documented through the normal processes
- Log books are provided to all students undertaking work placement and/or school-based traineeships and apprenticeships to document the activities performed by students and provide a record of attendance
- There is a large amount of documentation required to complete any of the alternative pathways listed above, to ensure students are covered by insurance in the workplace and/or enrolled correctly in courses, it is essential that all paperwork is returned in a timely manner.
- Students will be expected to maintain the following: 90% attendance, majority of the teachers indicating the student's effort and behaviour is of at least a satisfactory standard and stay up to date with all subjects. If students do not meet the above criteria the school has the ability to withdraw their support of the School Based Apprenticeship/Traineeship.

Any questions relating to alternative programs can be directed to the Senior Schooling Department via the school office.

School Based Apprenticeships and Traineeships (SATs)

AIMS: SATs aim to increase the vocational skills of students whilst still at school. A school-based traineeship or apprenticeship arrangement combines paid work, a training course and the school curriculum. It provides work for a nominal period that allows a student to successfully gain competence in a trade or vocational area.

Successful trainees will be issued with a nationally recognised certificate from the government and a Statement of Attainment from the Training Provider listing competencies achieved both on-the-job and off-the-job.

DETAILS:

- commence a SAT while at school (still classified as a full-time student)
- attend work part-time (usually one day per week, or for block periods and for some days during the school holidays)
- if necessary, attend school part-time (3-4 days per week)
- undertake the off-the-job training component of their apprenticeship/ traineeship during school time. Some training may be able to be done at School
- may earn up to $6000 per annum before Youth Allowance entitlements are affected.

QCE CREDITS AVAILABLE: up to 8 credits

THE PROCEDURE FOR STUDENTS ENTERING INTO A SCHOOL-BASED TRAINEESHIP /APPRENTICESHIP:

1. Student and employer meet for a few days' work experience to confirm both parties are happy with the working arrangement.
2. The Coordinator will visit the employer and discuss the traineeship arrangements and responsibilities of all parties. The Coordinator will also discuss the responsibilities with the school, the parents and training organisation and answer any questions.
3. The employer decides on which Training Organisation to link with to deliver the training to the trainee as well as assess the appropriate level of traineeship.
4. The Coordinator organises the signing of the official Training Agreement with the New Apprenticeship Centre, employer, guardian's trainee, registered training organisation and school.
5. At the end of probation, the coordinator reminds employers to apply for the Federal incentive funding and to check that training has begun.
6. The employer is responsible for ringing Wage Line to check the wage and conditions for the trainee and to have the business name and ABN particulars ready at the signing of the agreement.
7. The trainee is released from school one day per week, or at negotiated times. Employers do not pay the trainee when he/she is at training. As a school-based trainee, the trainee is paid only for the time worked which can include school holidays.

TAFE for School Program

To facilitate a wider range of vocational pathways, TAFE at School has developed a number of schools program courses that students can study one day per week at the TAFE campuses at Bundamba, Springfield and Toowoomba.

The Year 11 and 12 Pathways Program is a platform to assist students in their future careers with a qualification that enables broader choices into better skilled employment and further learning.

Benefits of the Program
- Provides students the opportunity to access higher level qualifications
- Complements the senior phase of student outcomes
- Contributes to the Queensland Certificate of Education
- Enables achievement in workforce preparation and industry acknowledged qualifications

Program Dates
Year 11 & 12 courses run from early February to early November, excluding public holidays and may be extended depending on program requirements.

Course Commencement
Commencement of all courses offered is dependent on sufficient enrolments. A specified minimum of students per class is required.

Student Attendance
Students are required to attend classes every day as outlined in the program dates. It is important that students commit to the program and that schools and parents support students to attend as scheduled.

Fees
Payment of fees forms part of the enrolment process and vary depending on the material costs involved in the chosen course.
School students are required to pay material fees and a technology fee only, part of this fee is used to provide the student with a TAFE ID card. Students are required to have this ID card on their person when attending class on any TAFE campus.
Fees are not refundable if a student withdraws from a course of study.

Enrolment Process
Students are required to submit an "Expression of Interest" form which is located on-line at TAFE Southwest website, indicating their course preference. Allocation of places will be undertaken in order of receipt of a submitted Expression of Interest form.
The TAFE South West will send all enrolment packs for students to the school for distribution to successful students. Students will need to enrol by the end of October for commencement the following year.

Prerequisites
To enrol in a TAFE course students must have received a "C" standard in at least one semester of Year 10 & 11 Mathematics *and* English.

Course Offerings
There is a range of Certificate I, II, III and Diploma courses offered. Courses run for 1 year on days yet to be determined. Year 10,11 and 12 students are eligible to enrol.

Further Details
A complete guide to TAFE South West schools' programs is located on their website, www.tafeqld.edu.au

Subject Selections

Subject Specific Fees

Please note that certain subjects in the Senior School have a fee beyond the traditional Resource Scheme fee. This has come about as these subjects have a high level of consumable resources. Although each of these subjects receives funding from school, the additional funds received ensures your child gains the educational experiences needed to fully explore the subject. Without these fees we cannot supply your child with all resources. You would need to purchase these yourself. Each subject can provide your child with a list of these resources.

Subjects requiring fees for consumables or special equipment are:

Fees for the current 2025 school year are:
- BUILDING AND CONSTRUCTION SKILLS $110
- CERTIFICATE II IN HOSPITALITY $70
- CERT III in BUSINESS/ CERT II in TOURISM (for 2 Year Course) $265
- CERTIFICATE III in FITNESS (for 2 Year Course) $420
- CERTIFICATE III in SPORT COACHING $300
- FILM, TELEVISION AND NEW MEDIA $40
- FURNISHING SKILLS $110
- MEDIA ARTS IN PRACTICE $40
- AGRICULTURAL PRACTICES $35
- VISUAL ARTS IN PRACTICE $40

The fee for each subject is set by the P&C Association towards the end of each year for the following year. Parents experiencing financial difficulties should contact the Business Manager to negotiate an appropriate solution.

* NOTE: 2026 fees are yet to be finalised with the P&C Association and are subject to change.

Subject Based Excursions

Certain subjects have a requirement that students are involved in an out of school excursion/camp or course.

Approximate costs (subject to change) from previous years were:
- BIOLOGY camp/excursion $60
- DRAMA live performances   up to $50

Subject Changes

Students and parents should note that all Senior Subjects are 2 year – 4 semester-programs which demand not only a strong commitment to study but also regular class attendance. This is so that the aims and objectives within a given subject can be fully satisfied. Because the requirements of attendance and course work 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 extensive consultation has occurred between the student's parents/guardians and the class teacher, Heads of Department, Guidance Officer and Administration.**

Should a change of subject be considered appropriate for a student after thorough consultation, the change **may occur only within the first 2 weeks of a semester**. A change of subject at the end of Semester 1 Year 11 would of course mean that the subject can only expect to be credited with having completed **3 out of the 4 semesters** for the new subject. This would mean the student can only receive a **maximum of 3 points** from the new subject and possibly 1 point from the previous subject (depending on whether the student left with a satisfactory rating). ***No subject changes are possible from the commencement of Year 12***.

The Years 11 & 12, students are required to study 6 subjects unless:

- The student is signed into a traineeship or apprenticeships in which case he/she may study only 5 subjects. Students signing up late in the semester will be expected to complete the subject for that semester and be rated.
- There is an ongoing medical circumstance affecting learning. The decision to do a fewer number of subjects will be left with the Principal in negotiation with the family.
- The student is experiencing difficulties associated with extraordinary family circumstances – again the decision is left to the Principal, in consultation with the family.

QCAA Senior Syllabuses

Mathematics

General
- General Mathematics
- Mathematical Methods

Applied
- Essential Mathematics

English

General
- English
- Literature

Applied
- Essential English

Humanities

General
- Ancient History
- Legal Studies

Applied
- Social & Community Studies
- Business Studies

Technologies

Applied
- Building & Construction Skills
- Furnishing Skills
- Industrial Graphics Skills
- Hospitality Practices

Health and Physical Education

General
- Physical Education

Applied
- Early Childhood Studies
- Sport & Recreation

Science

General
- Biology
- Chemistry
- Physics
- Psychology

Applied
- Agricultural Practices

The Arts

General
- Drama
- Film, Television & New Media
- Music
- Visual Art

Applied
- Dance in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

VET Subjects

- Certificate III in Business (BSB30120) + Certificate II in Tourism (SIT20122)
- Certificate II in Engineering Pathways (MEM20422)
- Certificate III in Fitness (SIS30321)
- Certificate III in Sport Coaching (SIS30521)
- Certificate I in Construction (CPC10120)/Certificate II in Construction Pathways (CPC20220)

General Mathematics
General Senior Subject

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessments in Units 1 and 2 include a Problem-solving and modelling task and an internal exam.

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

Summative assessments

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

Mathematical Methods
General Senior Subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical 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:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Essential Mathematics
Applied Senior Subject

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

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

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:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

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

English

General Senior Subject

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

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

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

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.

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.

Structure

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

Assessment

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

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

Summative assessments

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

Literature
General Senior Subject

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

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

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

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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.

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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 imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

Essential English
Applied Senior Subject

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

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

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

Objectives

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

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

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.

Structure

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

Assessment

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

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

Summative assessments

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

Ancient History
General Senior Subject

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form

the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

Summative assessments

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

Legal Studies
General Senior Subject

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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to

think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

Structure

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

Assessment

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

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

Summative assessments

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

Social and Community Studies

Applied Senior Subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

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

Business Studies

Applied senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option D	Working in marketing
Unit option F	Entrepreneurship
Unit option B	Working in finance
Unit option A	Working in administration

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Building & Construction Skills

Applied Senior Subject

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

Students have the opportunity to:

- 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 contains four QCAA-developed units from which the school has developed their course of study.

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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Course structure	Units selected
Unit 1 Unit 2 Unit 3 Unit 4	Domestic Construction – (Carry All and Outdoor Table) Framing and Cladding (Scale model wall External Cladding and Sheer Wall with 8mm Ply) Fixing and Finishing (Construct Sheer Wall and Paint, Plaster, Architrave and Dado) Site Preparation (4 Post set out and "L" shape Full Site Setout and Boxing)

Assessment

Building and Construction Skills assessment, for each of the four units include:
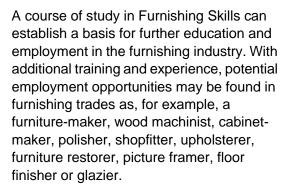
1. A practical demonstration: the skills and procedures used in 3 – 5 production processes accompanied by a Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

2. A construction project: using the skills and procedures in 5–7 production processes accompanied by a Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills
Applied Senior Subject

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

Students have the opportunity to:

- 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 contains four QCAA-developed units from which the school has developed their course of study.

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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Course structure	Units selected
Unit 1	**Furniture Making (Cutting Board and Occasional Table)**
Unit 2	**Cabinet Making (Bedside Cabinet and Knife Block)**
Unit 3	**Interior Furnishing (Turned Lamp and Mantle Clock)**
Unit 4	**Bespoke furniture (Bespoke Jewellery Box and Ball Point Pen)**

Assessment

Furnishing Skills assessment, for each of the four units include:

1. A practical demonstration: the skills and procedures used in 3–5 production processes accompanied by a Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

3. A construction project: using the skills and procedures in 5–7 production processes accompanied by a Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Industrial Graphics Skills

Applied Senior Subject

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting 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, drafting, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drafting skills and procedures in relation to production processes. 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

Students have the opportunity to:

- Demonstrate practices, skills and procedures.

- Interpret client briefs and technical information.

- Select practices, skills and procedures.

- Sequence processes.

- Evaluate skills and procedures, and drawings.

- Adapt plans, skills and procedures.

Applied

Structure

Industrial Graphics Skills contains four QCAA-developed units from which the school has developed their   course of study.

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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Course structure	Units selected
Unit 1 Unit 2 Unit 3 Unit 4	Graphics for the Furnishing Industry Computer Aided Drafting-Modelling Graphics for the Construction Industry Graphics for the Engineering Industry

Assessment

Industrial Graphics Skills assessment, for each of the four units include:

1. A practical demonstration: the drafting skills and procedures used in 3–5 production processes accompanied   by a Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.

4. A project: using the drafting skills and procedures in 5–7 production processes accompanied by a Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.

Hospitality Practices

Applied senior subject

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 procedur

Physical Education
General Senior Subject

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
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	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**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 1 and 2 to suit their local context.

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

Summative assessments

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

Early Childhood Studies
Applied Senior Subject

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

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

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

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

significant nature of early childhood learning.

Students have opportunities to learn about the childcare

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option C	Children's development
Unit option A	Play and Creativity
Unit option E	Indoor and outdoor environments
Unit option B	Literacy and numeracy

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
Applied Senior Subject

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

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

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students should:
- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics
- Community Recreation   - Coaching and Officiating   - Event Management   - Fitness in Sport and Recreation

Assessment

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

- one project
- one performance.

Project	Performance
A response to a single task, situation and/or scenario.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.
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 - Up to 4 minutes - Planning and evaluation	- One of the following: - Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media - Spoken: up to 3 minutes, or signed equivalent - Written: up to 500 words

* Evidence must include annotated records that clearly identify the application of standards to performance.

Biology
General Senior Subject

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 • Topic 1: Cells as the basis of life (15 hours) • Topic 2: Exchange of nutrients and wastes (15 hours) • Topic 3: Cellular energy, gas exchange and plant physiology (15 hours)	**Maintaining the internal environment** • Topic 1: Homeostasis (24 hours) • Topic 2: Infectious disease and epidemiology (21 hours)	**Biodiversity and the interconnectedness of life** • Topic 1: Biodiversity and populations (20 hours) • Topic 2: Functioning ecosystems and succession (25 hours)	**Heredity and continuity of life** • Topic 1: Genetics and heredity (30 hours) • Topic 2: Continuity of life on Earth (15 hours)

Assessment

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

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

Summative assessments

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

Chemistry
General Senior Subject

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).

Summative assessments

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

Physics
General Senior Subject

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 (Alternative Sequence)

Unit 1	Unit 2	Unit 3	Unit 4
Physics of motion - Linear motion and force - Gravity and motion	**Einstein's famous equation** - Special relativity - Ionising radiation and nuclear reactions - The Standard Model	**The transfer and use of energy** - Heating processes - Waves - Electrical circuits	**Electromagnetism and quantum theory** - Electromagnetism - Quantum theory

Assessment

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

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

Summative assessments

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

Psychology
General senior subject

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

Assessment

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

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

Summative assessments

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

Agricultural Practices
Applied Senior Subject

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

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

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students should:
- Describe ideas and phenomena.
- Execute procedures.
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

Core Topics

- Plant Industries
- Animal Industries
- Land Based plant production
- Land based animal production

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Practical Project	Applied Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
One of the following: • Product: 1 • Performance: up to 4 minutes	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

Drama
General Senior Subject

Drama interrogates the human experience by investigating, communicating, and embodying stories, experiences, emotions, and ideas that reflect our shared humanity. It allows students to look to the past with curiosity and explore inherited artistic traditions, using them to inform their own creative practices and shape their world as global citizens.

Drama is created and performed in diverse spaces, including both formal and informal theatre settings, to serve a wide range of purposes. It engages students in imaginative meaning-making processes and involves the use of various artistic skills as they create and respond to dramatic works. The breadth of purposes, contexts, and audiences provides students with rich opportunities to experience, reflect on, understand, communicate, collaborate, and appreciate different perspectives—of themselves, others, and the world around them.

Over the course of study, students develop a range of interrelated dramatic skills that support the knowledge and processes required to generate meaningful dramatic action. They learn about dramatic languages and how these elements contribute to the creation, interpretation, and critique of performance for various purposes. Studying a range of forms and styles—drawn from inherited traditions, contemporary practices, and emerging trends across cultures and contexts—is a core component of their learning. Drama offers students opportunities to engage with works both as artists and as audience members through the application of critical literacies.

In Drama, students participate in aesthetic learning experiences that foster the development of key 21st-century skills: critical and creative thinking, communication, collaboration and teamwork, personal and social capabilities, and digital literacy. They are encouraged to reflect on their artistic, intellectual, emotional, and kinaesthetic experiences as creative and critical thinkers and as curious artists.

In addition, students build personal confidence, inquiry skills, and social competence through collaborative work. Engaging in the making of and responding to dramatic works helps students realise their creative potential as individuals. Learning in Drama nurtures empathy and a deeper appreciation for others and their communities. Innovation and creative thinking are central to this subject, equipping students with highly transferable skills that encourage them to envision future possibilities and perspectives.

Pathways

A course of study in Drama can provide a foundation for further education and employment in the field of drama, as well as in broader areas such as the creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science, and technology. The understanding and skills developed through Drama are especially valuable in careers where the ability to interpret social and cultural perspectives and to communicate meaning in both functional and imaginative ways is essential.

Objectives

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

- Demonstrate skills of drama
- Apply literacy skills
- Interpret purpose, context, and text
- Manipulate dramatic languages
- Analyse dramatic languages
- Evaluate dramatic languages

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Practice-led project	35%
Summative internal assessment 2 (IA2): • Dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Film, Television & New Media

General Senior Subject

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will: • design moving-image media products •
create moving-image media products General
• resolve film, television and new media ideas, elements and processes
• apply literacy skills
• analyse moving-image media products
• evaluate film, television and new media products, practices and viewpoints.

Structure

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

Assessment

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

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

Summative assessments

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

Music
General Senior Subject

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in.

Music prepares students to engage in a multimodal world.

The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

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

Objectives

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

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

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Structure

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

Assessment

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

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

Summative assessments

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

Dance in Practice
Applied Senior Subject

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

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

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

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

Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts. A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology 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 option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	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 for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes **Planning and evaluation of choreography** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	**Performance of dance** Performance (live or recorded): up to 4 minutes **Planning of choreography and evaluation of performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Drama in Practice

Applied senior subject

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

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

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Media Arts in Practice
Applied Senior Subject

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

Media Arts refers to art-making and artworks that are composed and transmitted through film, television, radio, print, gaming, and web-based media. Students explore the role of 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 understand the social, environmental, and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community, or global issues and develop plans and designs for media artworks. They apply reasoning and decision-making to justify their creative choices and reflect on and evaluate the effectiveness of their own and others' work.

When making, students demonstrate knowledge and understanding of media arts practices to clearly communicate artistic intentions. They gain an appreciation for how media artworks connect ideas and purposes with audiences. Through the process, students develop competency and independence in selecting appropriate modes, media technologies, and techniques as they design and produce applied media artworks. These artworks synthesise the ideas developed during the responding phase.

Pathways

Students studying *Media Arts in Practice* develop the knowledge, understanding, and skills necessary for emerging careers in a dynamic and creative field that continuously adapts to new technologies. The course connects learning to real-world industry practice and opportunities, preparing students for future employment. It fosters the development of agile, competent, innovative, and safe arts workers capable of collaborating to solve problems and complete project-based work.

A course of study in *Media Arts in Practice* can provide a foundation for further education and employment in the fast-evolving global media industry. It also supports pathways into broader fields such as education, marketing, the humanities, recreation, health, and science.

Objectives

By the conclusion of the course of study, students should be able to:

- Use media arts practices
- Plan media artworks
- Communicate ideas
- Evaluate media artworks

Structure

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

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

Assessment

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

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

Music in Practice
Applied Senior Subject

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills.

They are exposed to authentic music practices that reflect the real world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts. A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

By the conclusion of the course of study, students should:
• use music practices
 • plan music works
• communicate ideas
• evaluate music works.

Structure

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

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

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

Visual Arts in Practice
Applied Senior Subject

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

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

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

Pathways

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

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

Objectives

By the conclusion of the course of study, students should:
• use visual arts practices
• plan artworks
• communicate ideas
• evaluate artworks.

Structure

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

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

Assessment

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

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

Vocational Education

What is VET?

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning.

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education (QCE) and/or the attainment of a nationally recognised VET qualification
- support young people's transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Young people can access VET in a number of ways including:

- through their school being a Registered Training Organisation
- at TAFE
- at another Registered Training Organisation
- or through a School-Based Apprenticeship or Traineeship.

The Queensland Curriculum and Assessment Authority (QCAA), as delegate for the Australian Skills Quality Authority (ASQA), registers and audits Queensland school registered training organisations (RTOs).

The QCAA can register Queensland school RTOs to deliver and assess vocational education and training for all qualifications and accredited courses up to AQF Certificate IV level (except those declared as an apprenticeship in Queensland).

Laidley School is a registered RTO through the QCAA and may deliver VET to students in Years 11 and 12.

VET SUBJECTS

- Certificate III in Business (BSB30120) + Certificate II Tourism (SIT20122)
- Certificate II in Engineering Pathways (MEM20422)
- Certificate III in Fitness (SIS30321)
- Certificate III in Sport Coaching (SIS30521)
- Certificate I in Construction (CPC10120) and Certificate II in Construction Pathways (CPC20220)

BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism

VET subject RTO number: 31319

NATIONALLY RECOGNISED TRAINING

Binnacle's Dual Qualification: BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism has graduates be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

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

Entry requirements: Recommended 'C' in year 10 English and Mathematics

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School on behalf of Binnacle Training College (RTO number 31319)

Course units: Students are required to successfully complete 19 competencies to achieve their Certificate III in Business (BS30120) and Certificate II in Tourism (SIT20122) from the Business Services Training Package (BSB).

	Semester 1		Semester 2	
Y E A R 11	*Term 1* • Introduction to the Business Services Industry • Introduction to Entrepreneurship and Business • Introduction to Personal Finances • Introduction to Tourism • Research Business Topics (project)	*Term 2* • Source, use and present information on the Tourism and Travel Industry • Public Activities and Events • Business Software Applications and Research • Business Start-Up Research (project) • Tourism Industry Research (project) • Present Information at an Industry Event (project)	*Term 3* • Workplace health and safety • Sustainable Work practices • WHS Processes at the 'Go! Regional' Travel Expo (project)	*Term 4* • Social and cultural sensitivity • Providing Information to Visitors and Customers • Interacting with Customers • Go! Travel 'VIP' Information Evening (project) • Interact with Customers at the Go! Travel Agency (project) • Show Social and Cultural Sensitivity in the Tourism Industry (project)
	Semester 3		Semester 4	
Y E A R 12	*Term 1* • Inclusive work practices • Engage in Workplace Communication • Inclusivity and Communication in the Workplace (project)	*Term 2* • Work in a Team • Critical Thinking Skills • Critical Thinking at Go! Travel (project)	*Term 3* • Designing and Producing Business Documents • Producing Simple Documents • Binnacle Boss – Business Proposal (project)	*Term 4* • Finalisation of Certificate assessment

UNITS OF COMPETENCY			
SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Learning and assessment: Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

QCE credits available: Successful completion of the Certificate III in Business contributes a maximum of ten (10) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills (high C in English) and an enthusiasm/motivation to participate in a range of projects both within and outside school hours.

Costs: $265 (Binnacle training and administration fees - upfront). Please be aware that these prices may be subject to change prior to commencement of the course in 2026.

Careers and pathways: The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:
- Business Owner
- Business Manager
- Customer Service Manager

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

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

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Credits: 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.
This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- Be currently enrolled in secondary school
- Permanently reside in Queensland
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- Not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2026 enrolments and will **not incur a fee for service cost.**

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✕	
CPCCCM2005*	Use construction tools and equipment	✕	
CPCCOM1014	Conduct workplace communication	✕	
CPCCOM2001*	Read and interpret plans and specifications	✕	
CPCCCM2004*	Handle construction materials	✕	✕
CPCCCM1011	Undertake basic estimation and costing	✕	✕
CPCCOM1012	Work effectively and sustainably in the construction industry	✕	✕
CPCCOM1013	Plan and organise work	✕	✕
CPCCVE1011*	Undertake a basic construction project	✕	✕
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✕	✕
CPCCOM1015	Carry out measurements and calculations	✕	✕
CPCCCA2002*	Use carpentry tools and equipment		✕
CPCCCM2006	Apply basic levelling procedures		✕
CPCCWF2002*	Use wall and floor tiling tools and equipment		✕

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

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

Notes:

➢ *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

➢ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at:

https://training.gov.au/Training/Details/MEM20422

SIS30321 Certificate III in Fitness

VET subject RTO number: 31319

Qualification description: Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning, and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. This course is delivered by Laidley SHS staff in partnership with Binnacle Training College (RTO Code: 31319) and is a nationally recognised qualification.

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

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School on behalf of Binnacle Training College (RTO number 31319).

Course units: Students are required to successfully complete 16 competencies to achieve their Certificate III in Fitness (SIS30321) from the Sport, Fitness and Recreation Training Package (SIS).

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
SISXEMR001	Respond to emergency situations (SISXEMR003)	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)	

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

QUALIFICATION SCHEDULED FOR FINALISATION
SIS20122 CERTIFICATE II IN SPORT AND RECREATION

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

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Learning and assessment: Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks (including with clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

TERM 5: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

TERM 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).

QCE credits available: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have excellent written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

Costs: $365 (Binnacle training and administration fees - upfront). This cost does include the First Aid Certificate. Please be aware that these prices may be subject to change prior to commencement of the course in 2026.

Careers and Pathways: The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

• Exercise Physiologist
• Teacher – Physical Education
• Sport Scientist

Students may also choose to continue their study by completing the Certificate IV in Fitness. Students can use their Certificate III as a career pathway into a Certificate IV in Fitness which would allow them to become a personal trainer.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

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

SIS30521 Certificate III in Sport Coaching

VET subject RTO number: 91345

Qualification description: This qualification is a practical-based course whereby students gain the necessary knowledge, skills, and attitude to work in the sporting industry. Laidley SHS staff will deliver the qualification in conjunction with College of Sports & Fitness and Qld Touch Football staff. It is a requirement of the course that students be involved in Structured Community Placements e.g. officiating at a local Touch Club or assist at local schools' events to demonstrate competencies required for the successful implementation of community sport programs. The program is designed in partnership with sporting bodies, schools, and communities in creating local opportunities for students into entry level employment in the local sport industry.
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Refer to www.training.gov.au for specific information about the qualification.

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School on behalf of College of Sports and Fitness (CSF) RTO number: 91345.

Course units: Students are required to successfully complete 10 competencies to achieve their Certificate III in Sport Coaching from the Sport, Fitness and Recreation Training Package (SIS).

YEAR 11			
Semester 1		**Semester 2**	
Term 1	*Term 2*	*Term 3*	*Term 4*
• Work in a community coaching role • Meet participants needs • Continuously improve coaching skills and knowledge • Officiate sport competitions	• Meet participants needs • Continuously improve coaching skills and knowledge • Coach participants in sport competition	• Coach sport participants to an intermediate level • Identify risk and apply risk management processes • Maintain equipment for activities • Officiate sport competitions	• Officiate sport competitions • Provide first aid • Coach sport participants to an intermediate level
YEAR 12			
Semester 1		**Semester 2**	
Term 1	*Term 2*	*Term 3*	*Term 4*
• Coach sport participants to an intermediate level • Participate in workplace health and safety • Officiate sport competitions • Maintain equipment for activities	• Participate in workplace health and safety • Officiate sport competitions • Coach sport participants to an intermediate level • Coach participants in sport competition	• Finalisation of certificate competencies	

The competencies listed above are subject to change before commencement of training and assessing in 2026.

Structure: The program will operate within the normal school timetable, being 3 x 70 minutes per week. This will include a session delivered from industry expertise. There will be a level of flexibility to ensure the focus of competencies, skills, drills, minor games, practice, and feedback are being constantly administered. There will be opportunity to experience a range of different recreational activities and projects within the program for variety and fun.

Assessment: Assessment in this course is competency-based and may consist of:
- Role Plays
- Questions & Answers
- Workbook Activities
- Assignments
- Observations
- Practical demonstrations
- Case Studies
- Presentations and
- Engagement with our sporting industry partners.

<u>NOTE</u>: Students may be required to complete practical components during their school holidays or commit to officiating competitions outside the regular school hours. Students are required to make their own transport arrangements to and from their field placements.

QCE credits available: Successful completion of the Certificate III in Sport Coaching contributes a maximum of eight (8) credits towards a student's QCE.

Prerequisites: Have a genuine interest to get involved in community sport as a player, official or coach and event management. Having played the game of Touch is beneficial but not expected. Students must have a willingness to work in team environments as well as independently. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Costs: $300. Please be aware that these prices may be subject to change prior to commencement of the course in 2026

Please note specific sport accreditation supplied under this program as an option.

For students who wish to further their career or as first jobs program within the sporting industry, courses and events will be provided to each student as pathway opportunities. Each sporting partners delivers courses throughout the region, specific accreditation is conducted and included in this course. CSF and Laidley SHS in partnership with Queensland Touch Football will assist each student with options and avenues throughout the program.

Careers and pathways: The Certificate III in Sports Coaching will be used by students seeking to enter the Sport and Recreation Industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Sport Science/Human Movement/Education). For example:
- Personal Trainer
- Sport Development Officer
- Sports Coach

The links below provide videos regarding career opportunities within this field:
https://www.skillsone.com.au/vidgallery/the-job-i-love-personal-trainer/
https://www.skillsone.com.au/vidgallery/the-job-i-love-game-development-officer/
https://www.skillsone.com.au/vidgallery/the-job-i-love-soccer-coach/

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.aa.qld.edu.au/senior/australian-tertiary-admission-rank-atar