REDLYNCH STATE COLLEGE

PREP - YEAR 12

Senior Subject Guide 2026

Learning in Our Valley. Thinking Beyond the Hills.

Department of Education *Trading as* Education Queensland International (EQI) CRICOS Provider Code 00608A

Queensland Government

Introduction

At Redlynch State College, we understand the significance of tailoring education to individual needs, aspirations, and pathways.

This Senior Subject guide serves as a comprehensive resource, designed to support students and parents/carers in making informed decisions regarding subject selection.

Our curriculum offerings accommodate diverse student interests, strengths, and future aspirations. We strive to empower each student with a meaningful pathway, towards a successful future. This handbook provides a summary of learning options available for students.
For further details on any subject, we recommend accessing the syllabuses directly from the QCAA portal.

At Redlynch State College, we view Year 10 Semester 2 as a critical juncture in preparing students to transition into Year 11 and 12. Our Year 10 curriculum is designed to equip students with the necessary knowledge, understanding, and skills to excel in Senior subjects.

Redlynch State College staff are committed to supporting students every step of the way.
Students will be engaged in their Senior Educational and Training (SET) planning where they will be supported in making informed decisions regarding their senior subjects, other learning options and learning pathway.

As you transition to Year 11, there are some things you will need to do:

- ☐ Create a MYQCE account – using your personal email and phone number
  Don't use you school email as you will lose access when school finishes
- ☐ Create a Unique Student Identifier
  You can apply for a USI at https://www.usi.gov.au/
- ☐ Research subjects you enjoy
- ☐ Do some work experience
- ☐ Book your SET Plan

How to use this guide

The Senior Subject guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance. Contained in this guide are outlines of each of the courses offered at Redlynch State College for students transitioning to Year 11 in 2026. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

Choosing Senior Subjects

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.

Research employment opportunities & 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.

myfuture is Australia's National Career Information Service. It's underpinned by career theory and research and uses Australian Government data sources. It's managed by Education Services Australia, a national not-for-profit company owned by state, territory and Australian Government education ministers. https://myfuture.edu.au/

QTAC CHOOSE THE FUTURE

The Queensland Tertiary Admissions Centre (QTAC) operates a centralised tertiary application service. The Yr12 QTAC Guide is useful for information on tertiary courses offered through QTAC. ***www.qtac.edu.au***
The website offers a range of links to help parents and students during this time
https://www.qtac.edu.au/year-10-post-school-pathways/
https://www.qtac.edu.au/year-10-students/
https://qtac-careerfinder.prosple.com/

About the Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

QCE eligibility

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

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

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCE requirements

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

Senior Education Profile (SEP)

In Year 10, students will be required to register for a myQCE Student Portal account.

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Queensland Certificate of Education

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

The QCE allows students to choose from a wide range of learning options to suit their interests and career goals.

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements. At Varsity College, all Senior Pathway options have been developed to support the attainment of a QCE.

For more information about the QCE, please CLICK HERE.

Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For more information about the QCIA, please CLICK HERE.

Senior Statement

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.

Plan your pathway

For students completing Year 12 from 2020

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

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

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

180365

For all Queensland schools

Your SET Plan Interview

SET Planning involves students engaging in the process of identifying their interests, strengths, and career aspirations and developing a senior learning plan so students study a meaningful learning pathway for successful post-schooling transition. During the SET Plan interview, students meet with their parents and a staff SET Plan mentor, to develop a personalised plan outlining their subject choices, career pathways, and goals for the future.

All Year 10 students will need to attend a SET Plan. During this meeting, you will choose your subjects from the following categories:

General Subjects

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.

- They will count towards the calculation of an ATAR
- They are academically demanding and have a heavy assessment workload.
- Students considering a senior program of General Subjects should be currently at a C standard in their Year 10 subjects.
- A minimal result of a Sound Level of Achievement (C) is expected in these General Subjects in Senior.
- Credit points gained in any General Subject selected will count towards the Queensland Certificate of Education (QCE).

Applied Subjects

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.

- One Applied Subject (or one Certificate III course or higher) can count towards the calculation of an ATAR.
- These subjects are not as academically demanding as General Subjects.
- These subjects have a more practical component, however there is still a significant assessment workload.
- A minimal result of a Sound Level of Achievement (C) is expected in these Applied Subjects.
- Credit points gained in any of these Applied Subjects will count towards the Queensland Certificate of Education (QCE).

Vocational Subjects

VET programs are focused on equipping individuals with practical skills and knowledge tailored to specific careers or trades. VET are nationally recognised certificate-based qualifications offered through a Registered Training Organisation (RTO). VET qualifications may be offered on campus, within the timetable or off-campus. VET may be ‘fee for service’ or government funded.

- Made up of **Certificate** courses.
- One Certificate III course or higher (or one Applied Subject) can count towards the calculation of an ATAR.
- These subjects are not as academically demanding as General Subjects.
- These subjects have a **more practical** component, however there is still a significant assessment workload.
- A minimal result of a Pass in all modules is expected in these Certificate Courses.

Credit points gained in any of these Certificate Courses will count towards the Queensland Certificate of Education (QCE).

Choosing the right learning options

Students need to decide on subjects that best suit their individual needs.
A number of options are available.

Academic Program

Mostly for students seeking an ATAR and looking to go on to Tertiary Education.

Requires:
6 General Subjects or 5 General Subjects + 1 Applied Subject
or
5 General Subjects + Certificate III course.
Results contribute to ATAR and QCE.

Australian Tertiary Admission Rank (ATAR)
ATAR is the primary mechanism of admission into tertiary institutions across Australia and reflects a student's academic standing relative to their peers. ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:
• 5 best scaled General subject results
or
• combination of 4 best scaled General subject results plus a 1 scaled 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.
  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 English is a pre-requisite for many university courses, so please select your English subject carefully.

For more information about ATAR: https://www.qtac.edu.au/atar/

Applied or Vocational Program

Subject selections come from a combination of Applied or Certificate subjects.

- As an alternative, students may complete 5 vocational subjects at RSC plus select to do a **TAFE course** (TAFE at School) * on a Thursday (TAFE course fees apply) **or**
- In addition to 5 vocational subjects students may also be able to do **a School-based Apprenticeship or Traineeship***

Suitable for students not looking at going directly to university after the completing of Year 12.
No ATAR awarded at end of Year 12 but results contribute to QCE.

Example QCE Pathways

There are hundreds of possible course combinations to achieve your QCE.
Your QCE pathway will depend on your goal and the subjects and courses available at Redlynch State College.
Here are a few examples of subject combinations to achieve your QCE.

Example 1.	Example 2.	Example 3.	Example 4.
QCE & ATAR	**QCE Only**	**QCE & ATAR**	**QCE Only**
A student enrolls in 6 General subjects and has the goal to achieve an ATAR to go to university	A student enrolls in 5 applied subjects and attends TAFE on a Thursday as their goal is to be a plumber	A student enrolls in a combination of General and Applied subjects as they want to study nursing, but not straight away (they don't need an ATAR, however will be eligible for one)	A student enrolls in Applied subjects and attends an apprenticeship 1 day a week
English Maths Methods Physics Design Engineering Accounting	Essential English Essential Maths Aquatic Practices Sport & Recreation Furnishing Skills Cert II Plumbing (TAFE)	English Maths Health Cert II Health Support Fashion Food & nutrition	Essential English Essential Maths Aquatic Practices Sport & Recreation Music in Practice SAT (Cert III Carpentry)

Tips to selecting your subjects

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in this booklet
- 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

Choose a combination of subjects that suit your needs and abilities

Traps to avoid

- Do not select subjects simply because someone has told you that they "will help you get a better ATAR".
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

Vocational education Consider taking subjects with vocational education modules in them if:

- 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.

- Ensure you select the prerequisite subjects required for your preferred courses.
- Most students will gain entry to university on the basis of an ATAR.
- At least three subjects must remain unchanged throughout Years 11 and 12.

Vocational Education & Training in Schools

Students at Redlynch State College have the opportunity to participate in a range of Vocational Training programs while enrolled in Year 11 & 12
Students have the option to go off campus or study online with a range of educational providers.

Some of our partners include:

School based Apprenticeship & Traineeships (SAT)

A school-based traineeship allows you to start working in your chosen industry and begin training towards a recognised vocational education and training (VET) qualification while you complete your high school studies. You'll get a head start on your career with a school-based traineeship, often leading to full-time employment once you finish your studies. And the best part is you'll be able to earn and learn, getting paid while you get the skills you need to launch your career.
School-based traineeships are offered in a wide variety of industries.

Redlynch State College accommodates students who are successful in being employed as School Based Apprentices or Trainees, typically students work 1 or 2 days a week in the Apprenticeship or Traineeship.
Students are encouraged to contact local businesses to secure an apprenticeship or traineeship in their chosen field.

Students are required to work at least 7.5 hours per week on average over each three-month period.
This totals at least 375 hours (or 50 days) of paid employment for every 12 months of training.

Students completing a SAT are sometimes given a reduced timetable at school (for example, five subjects instead of six)

For traineeships in some industries, for example retail or hospitality where business hours extended from early mornings into late evenings, students may be released from school at lunchtime and work their shift into the early evening to minimise the disruption to their classes.

Information for School Based Electrical Apprentices

Criteria:
To start an electrotechnology apprenticeship, school students must:

- have passes in Year 10 English, Maths and Science – both semester 1 & 2
- be in Year 11 or 12

Year 10 school reports need to be submitted to the Department of Trade, Employment, Small Training (DTET) for approval, prior to starting the school-based Apprenticeship.

More work experience
School-based electrotechnology apprentices must complete at least 600 hours (80 days) of paid work for every 12 months of their training contract.
Students will be responsible for catching up on any work missed when they are not at school

More information:
https://tafeqld.edu.au/content/dam/tafe/en/documents/pdfs/course-guides/sbat-infographic.pdf
https://www.qld.gov.au/education/apprenticeships/school-based/requirements/working-hours
https://www.qld.gov.au/education/apprenticeships/school-based/get-started

University pathways & experiences in Senior School

Redlynch State College has strong partnerships with both local universities, CQU & JCU

Students in the Senior School are given opportunities throughout their schooling to immerse themselves in university activities and explore the options available for them in our local region.

Redlynch State College is proud to have a strong and ongoing partnership with James Cook University (JCU), one that brings unique opportunities to our students. As a designated priority school under JCU's Higher Education Participation and Partnerships Program (HEPPP), our students benefit from enhanced access to university experiences not available to all schools.

Through this partnership, Redlynch students can take part in:

- Tailored outreach and support programs
- Travel subsidies for university events
- Priority access to JCU Uni Experience days in Cairns and Townsville

Students are also eligible for exclusive scholarships and awards, including the JCU Rising Star Scholarship ($10,000) and Academic Shield Awards, which include bursaries to support further study.

We value this partnership greatly—it helps broaden horizons and create meaningful pathways to higher education for our students.

Gateway to Industry Partnership school

Redlynch State College has proudly become a Gateway to Industry School for the following industries:

- Construction
- Manufacturing
- Health

The Gateway to Industry Schools program (GISP) builds partnerships between schools and industry to enable young people to acquire the knowledge, skills and attributes to participate effectively in the Queensland economy. The program provides opportunities for industry and the education sector to work together to deliver outcomes for students, local communities and businesses.

Each project is led by industry organisations which develop and implement tailored school engagement activities in line with their industry's key skills and workforce priorities. Industry organisations choose how the industry specific projects operate and the type and level of engagement with participating schools.

Subject Offerings at RSC 2026

	Maths	Pre requisite
	General Mathematics	C in Core Maths
	Mathematical Methods	C in Ext. Maths
	Specialist Maths	C in Ext. Maths
	Essential Maths	
	English	
	General English	C in English
	Literature	C in English
	Essential English	
	Humanities	
	Accounting	C in English
	Ancient History	C in English
	Business	C in English
	Legal Studies	C in English
	Modern History	C in English
	Philosophy & Reason	C in English
	Psychology	C in English
	Design and Technologies	
	Design	C in English
	Digital Solutions	C in Year 10 Digital Technologies or an A in Year 10 Maths
	Engineering	C in Ext. Physics and C in Ext. Maths
	Food & Nutrition	C in Science & English
	Furnishing Skills	
	Fashion	
	Health and Physical Education	
	Health	C in English & HPE
	Physical Education	C in English & HPE
	Sport & Recreation	
	Languages	
	French	C in French
	Japanese	C in Japanese
	Other language studied via Distance Education	
	The Arts	
	Drama	C in English
	Dance	C in English & Dance
	Music	C in English & Music
	Film, Television & New Media	C in English & Media Arts
	Visual Art	C in English & Visual Arts
	Media Arts in Practice	
	Visual Arts in Practice	
	Music in Practice	
	Science	
	Biology	C in Ext. Biology & English
	Chemistry	C in Ext. Chemistry and C in Ext. Maths
	Marine Science	C in Ext. Biology/Marine and C in English
	Physics	C in Ext.Physics and C in Ext. Maths
	Aquatic Practices	

**Subject prerequisites are included. Students will need to meet these prerequisites in Year 10 to enrol in General subjects.*

Vocational Training Offerings at RSC 2026

These courses are offered as part of our regular school timetable and will be delivered on campus, by our teachers

	Qualification	RTO
	Certificate III in Fitness	Binnacle
	Certificate II in Sport and Recreation	Binnacle
	Certificate II in Health Support Services	Connect n Grow
	Cert III in Health Services Assistant (Yr 12 only)	Connect n Grow
	Certificate I in Construction	Blue Dog
	Certificate II in Engineering Pathways	Blue Dog
	Certificate II in Hospitality	Blue Print Career Development
	Certificate III in Aviation (Remote Pilot)	Skills Generation
	Certificate III in Live Production and Technical Services	Redlynch State College
	Certificate IV in Crime and Justice	Unity College

2026 TAFE Offerings

MAKE GREAT HAPPEN

tafe Queensland

RTO 0275

APPLICATIONS OPEN | MONDAY 18 AUGUST 2026

Apply at tafeapply.com using the application code **TQN2601**

FUNDING ELIGIBILITY

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

The Career Ready program will replace the VETiS program and will be further developed in consultation with stakeholders and implemented in a staged approach from 2026. More information and program guidelines will be available at

www.desbt.qld.gov.au/vetis Information current as at May 2025 derived from the Department of Trade, Employment and Training website.

Students are encouraged to attend TAFE and complete their Vocational Training

Code	Program name	Delivery
HLT23221	Certificate II in Health Support Services	Thursday
*HLT33115	Certificate III in Health Services Assistance	Students will commence the practical training component of this course in Term 4 of year 11 in 2025. Classes in 2026 will be online evening sessions.
SHB20121	Certificate II in Retail Cosmetics	Thursday
SHB20216	Certificate II in Salon Assistant	Thursday
SIT20322	Certificate II in Hospitality	Thursday
#AUR20720	Certificate II in Automotive Vocational Preparation	Wednesday or Thursday
#AUR20420	Certificate II in Automotive Electrical Technology	Thursday
#MEM20422	Certificate II in Engineering Pathways	Wednesday or Thursday
#*11054NAT	Certificate II in Plumbing Services	Tuesday or Thursday
#UEE22020	Certificate II in Electrotechnology (Career Start)	Tuesday or Wednesday or Thursday
#CPC10120	Certificate I in Construction	Tuesday or Thursday
#RII20120	Certificate II in Resources and Infrastructure	Thursday
MAR20321	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)*	Tuesday or Thursday

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

General Mathematics

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Specialist Mathematics

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Summative assessments

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

Essential Mathematics

Applied senior subject

Applied

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

English

General senior subject

General

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Literature

General senior subject

General

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Essential English

Applied senior subject

Applied

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Accounting

General senior subject

General

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.
When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation

Pathways	Objectives
A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.	By the conclusion of the course of study, students will: - comprehend accounting concepts, principles and processes - synthesise accounting principles and processes - analyse and interpret financial data and information - evaluate practices of financial management to make decisions and propose recommendations - create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

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 — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.
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.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies – including slavery, the family and beliefs, rituals and funerary practices	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2 Topics drawn from –Hatshepsut, Akhenaten, Perikles, Alexander the Great, Cleopatra, Agrippina the Younger or Nero	**Reconstructing the ancient world** Two of the following historical periods will be studied in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • Fifth Century Athens (BCE) • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • The Medieval Crusades	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars or the Peloponnesian War • Ancient Rome — the Punic Wars or Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III, Rameses II Themistokles, Alkibiades Scipio Africanus, Caesar or Augustus

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

Business

General senior subject

General

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.
Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Legal Studies

General senior subject

General

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

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%

Modern History

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)	**Movements in the modern world** • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law)	**National experiences in the modern world** • Australia since 1901 (Federation of Australia) • United States of America, 1917–1945 (entry into World War I – World War II ends)	**International experiences in the modern world** • Space exploration since the 1950s (publication of articles focused on space travel)

Assessment

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

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

Summative assessments

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

Philosophy & Reason

General senior subject

General

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

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Psychology

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Design

General senior subject

General

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

Summative assessments

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

Digital Solutions

General senior subject

General

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics..

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions with empathy	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

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): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Engineering

General senior subject

General

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences

Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Food & Nutrition

General senior subject

General

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Pathways	Objectives
A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.	By the conclusion of the course of study, students will: - recognise and describe food and nutrition facts and principles - explain food and nutrition ideas and problems - analyse problems, information and data - determine solution requirements and criteria - synthesise information and data - generate solutions to provide data to determine the feasibility of the solution - evaluate and refine ideas and solutions to make justified recommendations for enhancement - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

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): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Furnishing Skills

Applied senior subject

Applied

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.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Fashion

Applied senior subject

Applied

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

Pathways	Objectives
A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.	By the conclusion of the course of study, students will: - demonstrate practices, skills and processes - interpret briefs - select practices, skills and procedures - sequence processes - evaluate skills, procedures and products - adapt production plans, techniques and procedures.

Structure

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

Unit title
Fashion designers
Historical fashion influences
Slow fashion
Collections
Adornment

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Unit-specific product** Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Health

General senior subject

General

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Pathways	Objectives
A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.	By the conclusion of the course of study, students will: - recognise and describe information about health-related topics and issues - comprehend and use the Health inquiry model - analyse and interpret information to draw conclusions about health-related topics and issues - critique information to distinguish determinants that influence health status - investigate and synthesise information to develop action strategies - evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion - organise information for particular purposes - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education

General senior subject

General

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

Pathways	Objectives
A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.	By the conclusion of the course of study, students will: - recognise and describe information about health-related topics and issues - comprehend and use the Health inquiry model - analyse and interpret information to draw conclusions about health-related topics and issues - critique information to distinguish determinants that influence health status - investigate and synthesise information to develop action strategies - evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion - organise information for particular purposes - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

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

Assessment

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

Summative assessments

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

Sport & Recreation

Applied senior subject

Applied

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.

Pathways	Objectives
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.	By the conclusion of the course of study, students will: - Investigate activities and strategies to enhance outcomes - plan activities and strategies to enhance outcomes - perform activities and strategies to enhance outcomes - evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study.

Unit title
Coaching and officiating
Community recreation
Emerging trends in sport, fitness and recreation
Event management

Assessment

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

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

French

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie — My world • Family/carers • Peers • Education	**L'exploration du monde — Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre société; culture et identité — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Mon présent; mon avenir — My present; My future** • The present • Future choices

Assessment

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

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

Summative assessments

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

Japanese

General senior subject

General

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.
Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Dance

General senior subject

General

Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures. Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and dance skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?

Assessment

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

Summative assessments

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

Drama

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Music

General senior subject

General

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.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Film, Television & New Media

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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			

Media Arts in Practice

Applied senior subject

Applied

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices. When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks.

Pathways

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

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

Objectives

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

- 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

Applied

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

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 will:

- 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

Applied

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

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 will:

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

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) 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

Biology

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Chemistry

General senior subject

General

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

Pathways	Objectives
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	By the conclusion of the course of study, students will: - describe ideas and findings - apply understanding - analyse data - interpret evidence - evaluate conclusions, claims and processes - investigate phenomena

Structure

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

Assessment

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

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

Summative assessments

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

Marine Science

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Physics

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Aquatic Practices

Applied senior subject

Applied

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

Pathways	Objectives
A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.	By the conclusion of the course of study, students will: - describe ideas and phenomena - execute procedures - analyse information - interpret information - evaluate conclusions and outcomes - plan investigations and projects.

Structure

Aquatic Practices is a four-unit course of study.

Unit title
Recreational and commercial fishing
Aquariums and aquaculture
Using the aquatic environment
Marine vessels

Assessment

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

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

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 qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.
The units of competency within this qualification cover essential work health and safety requirements, 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 qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.
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 aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of 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

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

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
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 may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 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 about this qualification is available at: 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 3166 3960

QCE Credits: 4

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 to 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

SIT20322 Certificate II in Hospitality

Delivered in Partnership with Blueprint Career Development
RTO number: 30978

QCE Credits: 4

Description

The **Certificate II in Hospitality (SIT20322)** course is co-delivered with Blueprint Career Development (RTO Number – 30978)**.** This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in the hospitality area. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision. This qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery. Possible future jobs include catering assistant, coffee shop assistant, food and beverage attendant and wait person.

Areas of Study

	National code	Title	Core / Pathway / Specialisation / Elective
Units of competency	BSBTWK201	Work effectively with others	**C**
	SITHIND006	Source and use information on the hospitality industry	**C**
	SITHIND007	Use hospitality skills effectively	**C**
	SITXCOM007	Show social and cultural sensitivity	**C**
	SITXCCS0011	Interact with customers	**C**
	SITXWHS005	Participate in safe work practices	**C**
	SITXFSA005	Use hygienic practices for food safety	**E (Group A)**
	SITHGAM022	Provide responsible gambling services	**E (Group B)**
	SITHFAB021	Provide responsible service of alcohol	**E (Group B)**
	SITHFAB024	Prepare and serve non-alcoholic beverages	**E (Group B)**
	SITHFAB025	Prepare and serve espresso coffee	**E (Group B)**
	SITHCCC025	Prepare and present sandwiches	**E (Group B)**

Assessment

All assessment is competency based which requires students to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in the industry. Types of assessment may include observation of student demonstrations, oral and written questioning, folios of student work, production and service of food beverages to industry standards, operation of commercial café equipment, working in teams, customer service and work placement. Students are required to attend **mandatory work placement** of 12 service periods in the hospitality industry.

Fees

A fee will be charged for this subject to cater for costs of ingredients, use of hospitality uniforms, students booklets, and reference books and instruction materials used in training.
Students may also be required to attend various industry excursions which will incur additional fees.

AVI30316 Certificate III in Aviation (Remote Pilot)

Delivered in Partnership with Skills Generation
RTO number: 41008

QCE Credits: 6

Description

The Build and Fly a Drone Project provides students with the skills and knowledge to be prepared to integrate traditional engineering skills with modern technologies. This course allows the student to build the drone, which they will then learn to fly. Due to the high level of competence and commitment required to complete this course students must submit an application form. This course is offered through an external Registered Training Organisation – Skills Generation (RTO 41008)

It is recommended (but not a prerequisite) for students to have completed the Certificate II in Engineering Pathways in Year 10 prior to enrolling in Certificate III in Aviation –Remote Pilot in yr 11 & 12

Areas of study

	National code	Title
	AVI30316	**CERTIFICATE III in Aviation (Remote Pilot – Visual Line of Sight)**
Units of competency	AVIE0001	Operate aeronautical radio
	AVIF0013	Manage human factors in remote pilot aircraft systems operations
	AVIF0023	Apply regulations and policies during remote pilot aircraft systems operations
	AVIH3019	Navigate remote pilot aircraft systems
	AVIK3002	Use info technology devices in an aviation workplace
	AVIW3037	Manage remote pilot aircraft systems pre and post-flight actions
	AVIW3038	Operate and manage remote pilot aircraft systems
	AVIY3073	Control remote pilot aircraft systems on the ground
	AVIY3074	Launch remote pilot aircraft systems
	AVIY3075	Control remote pilot aircraft systems in normal flight
	AVIY3076	Recover remote pilot aircraft systems
	AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
	AVIY3078	Manage remote pilot aircraft systems energy source requirements
	AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations

Assessment

Resources and assessments are submitted through Skills Generation's online learning management system. Students must have a fully charged laptop for every timetabled session. Course work includes written projects, online tests, and practical assessments of remote piloting skills. Practical observations will take place with teachers who are Skills Generation approved trainers/assessors. Students are required to manage their online submissions; as well as meeting the deadlines of their assessments. All content remains the intellectual property of Skills Generation.

Fees

This course is covered under the VETiS scheme if student had enrolled in Cert II in Engineering Pathways in Year 10.
If student is commencing course in Year 11 without this certificate, the fee for service is $3330.00

2026:

- Current yr 10 student who have successfully completed Cert II Engineering Pathways, are able to enrol in Cert III Aviation (2026) free of charge.
- Any student who wants to enrol in Aviation in 2026 and has not used their Vetis funding in 2025 – will be fee for service.

HLT23221 Certificate II in Health Support Services

Delivered in Partnership with Connect 'n' Grow®
RTO number: 40518

QCE Credits: 4

Description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.

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

Entry requirements

There are no entry requirements for this qualification.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration.
Contact the HOD Senior School or Connect 'n' Grow for further information.

Duration and location

This is a 1-2 year course, delivered on site in partnership with Connect 'n' Grow® to senior school students.

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

Assessment

Assessment is competency based. Assessment techniques include:

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

Work experience

Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

Fees

The cost of this course is $599.
Students may be able to access funding to help subsidise the cost of their training. Contact the HOD Senior School or Connect 'n' Grow® to explore potential options.

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

Delivered in Partnership with Binnacle Training
RTO number: 31319

QCE Credits: 8 (maximum)

Subject Outline

Why study this course?

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

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

Students will acquire skills in:

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

Pathway options may include:

- Group exercise instructor or gym fitness instructor
- Pathway into Certificate IV in Fitness or University degree

What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Units of Competency

Code	Title	Code	Title
HLTWHS001	Participate in workplace health and safety	**SISFFIT035**	Plan group exercise sessions
BSBPEF301	Organise personal work priorities	**SISFFIT036**	Instruct group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	**SISFFIT032**	Complete pre-exercise screening and service orientation
BSBOPS304	Deliver and monitor a service to customers	**SISFFIT033**	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	**SISFFIT052**	Provide healthy eating information
BSBPEF202	Plan and apply time management*	**SISFFIT040**	Develop and instruct gym-based exercise programs for individual clients
SISSPAR009	Participate in conditioning for sport*	**SISFFIT047**	Use anatomy and physiology knowledge to support safe and effective exercise
SISXCCS004	Provide quality service	**HLTAID011**	Provide First Aid
SISXEMR003	Respond to emergency situations	**SISXFAC006**	Maintain activity equipment*
SISOFLD001	Assist in conducting recreation sessions*		

* 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)

Course Outline & Assessment

Program delivery will combine both class-based tasks and practical components in a real sport and fitness environment at the school. This involves the delivery of a range of practicals within their school community and to adult (18+) and older adult (55+) clients. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including client interactions.
- Group projects.
- e-Learning projects

Language, Literacy & Numeracy Skills

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

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant. **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

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

Cost

$495.00 Binnacle Training Fees

10283NAT Certificate IV in Justice Studies

Delivered in Partnership with Unity College
RTO number: 32123

QCE Credits: 8

Subject Outline

The **Certificate IV in Crime and Justice (**10283NAT**)** course is co-delivered with Unity College (RTO Number – 32123)**.** This qualification is a nationally recognised qualification and the course is externally assessed and run by Unity College with the opportunity to seek assistance from RSC Legal Studies teachers to assist students in the completion of their modules. This qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education. This course can help prepare students for the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.

Areas of Study

	National code	Title
Units of Competency	CJSCOM401	Provide referral information and advice on justice related issues
	CJSDCP402	Prepare documentation for court proceedings
	CJSSJI403	Analyse social justice issues
	BSBRES411	Analyse and present research information
	PSPREG412/BSBLDR403	Gather information through interviews/OR Lead Team Effectiveness
	BSBLEG413	Identify and apply the legal framework
	PSPREG003	Apply Regulatory Powers
	PSPREG010	Prepare a brief of evidence
	BSBLEG416	Apply the principles of the law of torts
	BSBWOR404	Develop work priorities

Assessment

The course contains 10 of units of competency. Specialist course content is studied **online and at tutorials** (3 per year) held at Redlynch State College or St Andrew's Catholic College. Questions and assistance can be sought from the Trainer and Assessor through the online program, via email, phone call or skype. Extra assistance will be provided from the student's Legal Studies teacher or their school based Certificate IV in Crime and Justice supervisor. All assessment is competency based which requires students to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in the industry.

Fees

Unity College charges students directly. Students have to pay a $700 fee for the course prior to commencing; however, this is significantly subsidised compared to the $4500 fee through TAFE and other external agencies. Due to the Qld government subsidy students must complete the course before exiting in Year 12.

Certificates Possible

Students will have their results for this subject recorded on their **Senior Statement** at the end of Year 12. Completetion of this subject contributes 7 points to their **Queensland Certificate of Education.** Additionally this certificate can contribute towards an ATAR score and used solely as an ATAR equivalent score for entry into most regional universities. On successful completion of all competencies in this subject students will be issued with a **Certificate IV in Crime and Justice** qualification.
Students who partially complete the course will receive a ***Statement of Attainment*** showing the units of competency successfully completed.

CUA30420 Certificate III in Live Production and Technical Services

Redlynch State College
RTO number: 32130

QCE Credits: 4

Subject Outline

The Certificate III in Live Production and Technical Services (CUA30420) provides individuals with opportunities to extend their skills as professionals within the many areas of the industry. It offers further skilling in all competencies including audio engineering and lighting design. Industry professionals such as Final Touch Productions and Oli Frost (Owner of Grass is Greener Festivals) provide many avenues for students to continue skill improvement throughout this course.

In 2018 the course established itself as a business – Live Production Enterprise. Students not only provide technical support for all College events. They also participate as a service provider to the community. Individuals have opportunities to pursue careers such as: Audio Visual Technicians, Events assistants, backstage crew members and roadies; including Diploma and Degree of Audio Engineering at JMC Academy Brisbane and Diploma of Creative Arts in most Universities (JCU in particular).

Certificate III in Live Production & Services is a Redlynch Course of Excellence (R.A.C.E). Eligibility to this course is based on the following criteria: the student's commitment to learning in school and/or externally, 95% attendance rate, behaviour reports and report card results. Students will have to complete an application form and attend an interview to be selected.

Delivery

To achieve the qualification, students must achieve competencies as per below:

	Unit Code	Description
Units of Competency	BSBPEF301	Organise personal work priorities
	CUAIND311	Work effectively in the creative arts industry
	CUALGT311	Operate basic lighting
	CUAWHS312	Apply work health and safety practices
	CUASMT311	Work effectively backstage during performances
	CUASOU211	Develop basic audio skills and knowledge
	CUASTA212	Assist with bump in and bump out shows
	SITXCCS006	Provide service to customers
	CUAPPRP314	Participate in collaborative creative projects
	CUAIND314	Plan a career in the creative arts industry
	CUASOU311	Undertake live audio operations
	CUASTA313	Operate staging elements
	CUALGT211	Develop basic lighting skills and knowledge
	CUASTA311	Assist with production operations for live performances
	CUAVSS312	Operation vision systems

Vocational Placement

This program will include work placement for a number of reasons:

- it is necessary for industry recognition of training completed by students in an institutional setting
- it provides the opportunity for students to become confident and capable in applying off-the-job knowledge and skills to workplace standards in actual workplace settings
- it provides the opportunity for school students to acquire generic workplace competencies (employability or generic skills) that are highly valued by employers.

Therefore, it is strongly recommended that students are given the opportunity for work placement: (5-20 days). This could include part-time, paid or unpaid work.

Assessment

All assessment is competency based which requires students to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in the industry. Types of assessment may include observation of student demonstrations, oral and written questioning, folios of student work.

Let's get in touch

Jungara Rd, Redlynch

RedlynchStateCollege

www.redlynchsc.eq.edu.au

admin@redlynchsc.eq.edu.au