MacKillop Catholic College

MOUNT PETER

INSPIRING HEARTS MINDS AND SPIRITS

SENIOR SUBJECT SELECTION GUIDE

2024

Dear Year 10 Students and Families,

Welcome to the exciting transition from Year 10 into Year 11 at MacKillop Catholic College! As you embark on this next phase of your educational journey, we are thrilled to offer you a myriad of pathways options that will ensure your future is filled with endless possibilities and opportunities for growth.

At MacKillop Catholic College, we believe in empowering our students to become confident and capable individuals who are prepared for the challenges and opportunities that lie ahead. Our educational philosophy, inspired by the Josephite mission, places a strong emphasis on nurturing the potential of each student and providing them with a supportive environment to explore their passions and talents.

As you explore our Year 11 subject selection book, you will discover the diverse range of academic and vocational pathways available to you. The Queensland Curriculum and Assessment Authority (QCAA) General and Applied Subjects provide a solid foundation for further studies, preparing you for university, vocational training, or direct entry into the workforce. These subjects offer a depth of knowledge, critical thinking skills, and opportunities for specialization across various disciplines.

In addition to the QCAA subjects, we also offer a comprehensive range of vocational pathways that integrate classroom learning with practical, real-world experiences. These pathways equip you with industry-specific skills and certifications, enhancing your employability and providing a seamless transition into further education or the workforce.

At MacKillop Catholic College, our commitment to the Josephite mission ensures that all students, regardless of their chosen pathway, have access to the same opportunities for growth, success, and personal development. We believe in fostering a culture of inclusivity and support, where every student's unique talents and aspirations are embraced and celebrated.

As you peruse the subject selection book, take the time to reflect on your passions, interests, and goals. Seek guidance from our dedicated teachers and careers advisors, who are here to help you navigate the myriad of choices and make informed decisions that align with your aspirations.

Your senior years of education are an exciting time, filled with new discoveries and opportunities for personal and academic growth. We are confident that the breadth of pathways available at MacKillop Catholic College will set you on a trajectory towards a bright and fulfilling future.

We look forward to embarking on this journey with you and supporting you every step of the way. Together, let us build a strong foundation for your success, where your dreams become realities.

Wishing you all the best in your Year 11 subject selection process!

INFORMATION FOR PARENTS AND STUDENTS

Senior Education Profile

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) Eligibility

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

- best five General subject results or

- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

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

English Requirement

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

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

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English results to be included in the calculation of their ATAR. It is also important to note that not all tertiary providers will accept Essential English as the English prerequisite.

What is a QCE?

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue 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 requirements, usually at the end of Year 12.

The QCE demonstrates to employers, tertiary institutions and the wider community that school leavers have met the set standard by completing a learning program with sufficient breadth and depth.

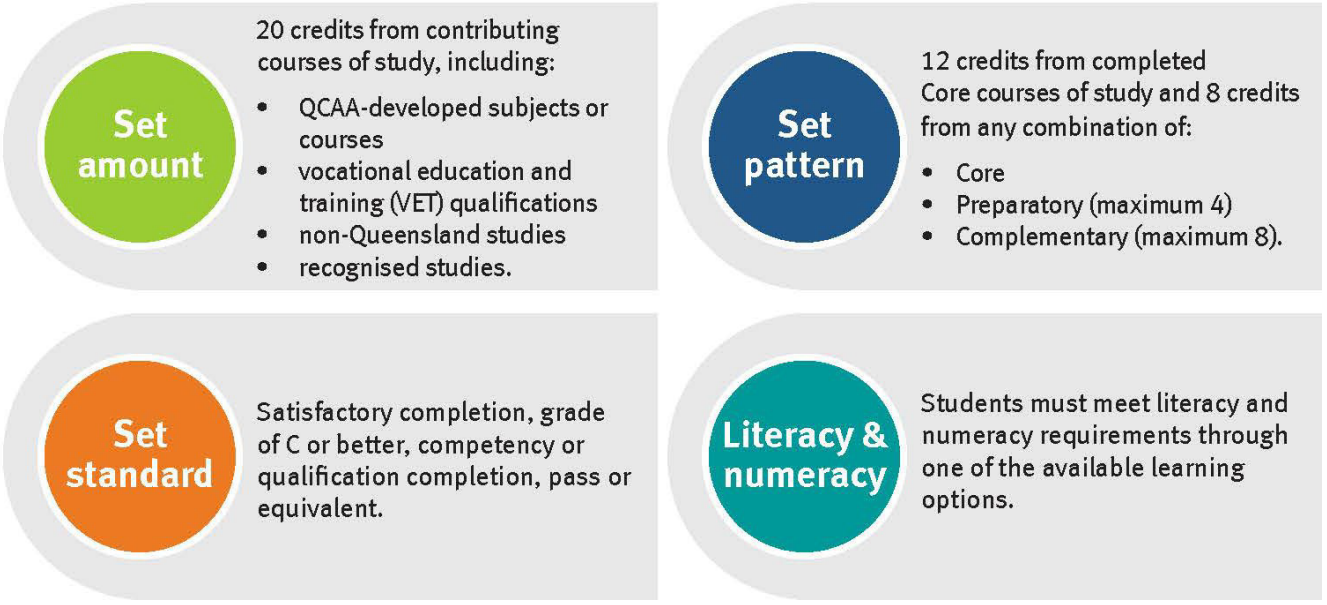
For more detailed information refer to QCAA website : www.qcaa.qld.edu.au

Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student plan and structure their senior learning around their abilities, interests and ambitions. The SET Plan is a map of what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. Planning should be finalised by the end of Year 10 and is agreed between the student, their parents or carers and the school. The SET Plan should be regularly reviewed by schools, students and parents or carers, and updated as required.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



How the QCE Works

The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including:

- senior school subjects
- vocational education and training (VET)
- workplace and community learning, and
- university subjects undertaken while at school.

Achievements in different types of learning attract different credit values, with credit being assigned when a minimum standard of achievement is reached.

Students who do not achieve a QCE at the end of Year 12 can continue to work towards one for up to seven years after leaving school through the completion of additional learning, such as VET courses, traineeships or recognised workplace programs. Once eligible, the Queensland Curriculum and Assessment Authority (QCAA) will award the student a QCE, together with a Statement of Results, in the following July or December.

Courses of Study

A wide variety of courses of study may contribute towards the QCE. These are organised into four categories:

Core courses are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects. A minimum of 12 credits must come from completed Core courses of study, with at least one of these from studies completed at school.

- **Core: At least 12 credits must come from completed Core courses of study**

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorized as Core	as recognised by QCAA

Preparatory courses are generally used as steppingstones to further study or training. They include VET certificate I qualifications and literacy or numeracy short courses developed by the QCAA. A maximum of 4 credits from preparatory courses can count towards the QCE.

- **Preparatory: A maximum of 4 credits can come from Preparatory courses of study**

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorized as Core	as recognised by QCAA

Enrichment courses provide students with opportunities to develop their skills and knowledge at a higher level. These include recognised certificates and awards, structured workplace or community-based learning programs, learning projects, accredited VET courses, and some Authority extension subjects and non-QCAA school based courses. A maximum of 8 credits from enrichment courses can count towards the QCE.

Advanced courses go beyond the scope and depth of typical senior secondary schooling and include university courses and diploma or advanced diploma programs undertaken while at school. A maximum of 8 credits from advanced courses can count towards the QCE.

QCE literacy and numeracy requirements

The literacy and numeracy requirements for a QCE meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

Learning options to meet literacy and numeracy requirements for a QCE.

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential English	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Grade of C or better in a Unit 3 and 4 pair
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English as an Additional Language • Literature	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Grade of C or better in a Unit 3 and 4 pair
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better

QCE Credit

QCAA syllabus	Set standard	QCE credits	Notes
Applied subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core

Unit 2	Satisfactory	1	requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Units 3 and 4	Grade of C or better	2	

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

VET - maximums

VET qualification	Requirements	QCE credits	Notes
Certificate II	**Recommended hours**	**4 (maximum credit available)**	
	Not applicable	4	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
Certificate III and IV	**Recommended hours**	**8 (maximum credit available)**	
	440 hours or more	8	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning. QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	385–439 hours	7	
	330–384 hours	6	
	Fewer than 330 hours	5	
School-based apprenticeship		**6 (maximum credit available)**	
VET qualification	Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship • four years — up to 33.3% of the competencies • three years — up to 40% of the competencies	Up to 2	School-based apprenticeship VET qualifications do **not** contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.

	• two years — up to 50% of the competencies.		
On-the-job	minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school. Partial credit may apply (1 credit for 25 days completed). The Queensland Government, Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships.
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	
School-based traineeships		**8 (maximum credit available)**	
	As outlined with the relevant VET certificate level.	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

Student Learning Accounts and Monitoring Progress

When a student is registered with the QCAA (usually in Year 10) — a learning account is created for them. The student's learning account records:

- their school subject enrolments (all eligible learning undertaken during the senior phase of learning);
- where and when learning takes place; and
- the results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning providers.

Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access any time via the Student Connect website at www.studentconnect.qcaa.qld.edu.au. Students can track their progress towards a QCE, vocational certificate or QCIA.

The Senior Education Profile (SEP)

The Senior Education Profile may comprise of:

1. Queensland Certificate of Education - Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate
    - their learning account remains open, regardless of their age (however, credits expire after 9 years). The QCAA will award a QCE in the following July or December, once a person becomes eligible.
2. Senior Statement - The Senior Statement is a transcript of the learning account for all students completing Year 12 at a Queensland school. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland. Students who complete Year 12 will receive a Senior Statement in December of that year.
3. Statement of Results - After finishing Year 12, students will automatically receive a Statement of Results, if they become eligible for the award of a QCE or undertake a Senior External Examination. A Statement of Results is a cumulative transcript of their learning account. These are issued in July and December. Students leaving early (before the Year 12 finishing day), and who are eligible for the award of a QCE, will receive a Statement of Results when the QCE is issued. Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the quality assurance processes have been completed.
4. Queensland Certificate of Individual Achievement - The QCIA reports the learning achievements of students who are on individual learning programs. The QCIA adds to the suite of certificates that the QCAA issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

What is an ATAR?

Across Australia, the ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. ***It is intended to assist tertiary institutions to select applicants into their courses.***

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year. It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

Who calculates and releases the ATAR?

Responsibility for calculating and issuing the ATAR has been assigned to the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions.

QTAC administers the application and offer process for tertiary institutions in Queensland (and a few institutions interstate) and has over four decades of experience in tertiary admissions.

What are the eligibility requirements for an ATAR?

To be eligible for an ATAR, a student must:

- complete five General subjects (Units 3 and 4); or
- complete four General subjects (Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and
- accumulate results within a five-year period.

Students must also satisfactorily complete (i.e. achieve a minimum grade of C or higher) an English subject (one of English, English as an Additional Language, English and Literature Extension, Literature, or Essential English).

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results. For more information about scaling and the ATAR, refer to QTAC's website.

Precluded subjects and subject combinations

The following rules apply regarding precluded subjects and subject combinations in the ATAR calculation:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both. **For example**, it is not possible to include both English (a General subject) and Essential English (an Applied subject) in a student's ATAR.
2. Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both. **For example**, it is not possible to include both Mathematical Methods (a General subject) and Essential Mathematics (an Applied subject) in a student's ATAR.

There are no other restrictions on the inclusion of subjects in the ATAR, for example a student may count the following General subject results in their ATAR:

- both English and Literature
- both Mathematical Methods and Specialist Mathematics
- both Chinese and Chinese Extension

Remember! Some university courses have subject prerequisites that you must satisfy before you can be considered for tertiary entry so if you have a desired course(s) in mind, consider this when selecting your subjects.

TYPES OF SUBJECTS OFFERED

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. General subjects include Extension subjects.

General Subjects Course Overview

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

Assessment

Units 1 and 2 Assessments

- Heads of Department determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.
- Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Units 3 and 4 Assessments

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

External Assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme
- The external assessment contributes a determined percentage to the student's overall subject result and is not privileged over summative internal assessment.

Applied and Applied (Essential) Subjects

Applied and Applied (Essential) subjects are suited to students who are primarily interested in pathways beyond Senior Secondary Schooling that lead to vocational education and training or work.

Applied Subjects Course Overview

- Applied subjects are developmental four-unit courses of study.
- Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.
- Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

- Applied subjects use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.
- For each assessment an instrument-specific standards matrix (marking guide) is shared with students and used as a tool for making judgments about the quality of students' responses.

Essential English and Essential Mathematics — Common Internal Assessment

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

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

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

MacKillop Catholic College is thrilled to be partnering with a range of Registered Training Organisations (RTO) to provide Vocational Education and Training (VET) options for our students. Certificate courses can be completed in a range of fields, and can contribute up to 8 QCE points, and used for a student's ATAR.

Certificate courses come with a cost, which can vary from textbooks and uniforms, through to the complete cost of the tuition and all associated expenses. These costs are not covered by the College. Some courses are funded by VETiS, the VET in Schools scheme, which covers the tuition costs. Students undertaking VETiS, funded by the VET Investment budget, can complete one employment stream qualification at the Certificate I or II level. VETiS qualifications on the Priority Skills List are at

the Certificate I and II level. Students who wish to access the VET investment budget to undertake a certificate III qualification are able to do so through a school-based apprenticeship or traineeship (SAT). All students have access to VETiS funding **once**. It cannot be used for multiple courses.

VET courses:

- Carry a National Accreditation at a specific level of competence
- Result in the issue of a specific Certificate upon successful completion of all the Units of Competency
- Are recorded on the Senior Statement and the School Exit Statement
- Contribute to credits for the QCE (up to 8 credits for a Certificate III course) (Please see QCAA website for variations to credit points for different certificates) http://www.qcaa.qld.edu.au
- Can be delivered by any registered RTO – Woree State High School/TAFE/private provider
- May streamline into Higher Certificates or Diplomas
- Certificate III courses can contribute to ATAR ranking

Reasons to choose VET:

- It prepares students for lifelong learning, essential for a productive post school life
- It gives students practical opportunities to explore career paths
- The qualifications are highly regarded by industry
- VET subjects are taught by teachers with relevant industry knowledge, experience and currency to teach VET
- VET supports a seamless transition from school to employment and further education
- It caters for all students - those seeking university entrance, seeking employment specific skills and those at risk of not completing school
- VET options provide **flexible pathways**
- Helps secure student commitment to completing their QCE
- Certificate programs can articulate into Diplomas (conditions may apply)
- Diplomas can articulate into University studies

School Based Apprenticeships/Traineeships (SATs)

- School-based Apprenticeships and Traineeships (SATs) are available in a wide range of industry areas such as telecommunications, fitness, sport and recreation, information technology and wholesale/retail, as well as the traditional areas such as building and construction, engineering and hospitality.
- SATs allow students to train and do paid work in their chosen field while they are still at school studying for the Senior Statement.
- As well as paid work students will gain extra training to build on the skills learned at work and at school. This training may occur at school, at work or at a TAFE or a private provider.
- A SAT can be an attractive option for students who have demonstrated that they have the maturity needed to manage this combination of learning, training and work.
- You may have the opportunity to complete both Year 12 and a School-Based Traineeship or start a School-Based Apprenticeship. Be sure that you understand that apprenticeships and traineeships are **legally binding** formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents

carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

- It is important to realise that a SAT will most likely require you to work during school holidays.

Pathways

When choosing a career pathway it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

University Ready	Tertiary Options	Workforce Ready
For students who plan on going to University or an institution for further study after completing Year 12.	For students who are considering both work and/or further study after successfully completing Year 12. This pathway may lead to direct entry to TAFE or College for a Diploma or to university after graduating Year 12.	For students who wish to join the workforce. This pathway may provide students with excellent preparation to transition from school to TAFE or the workforce after graduating school.
• Students choose this pathway in preparation for university entrance • Students who choose this pathway are seeking a specific ATAR for University entry • Students must investigate the prerequisites for their career and choose subjects that will lead to their success • Students must complete at least 5 General subjects • Students must complete one English subject • Students must complete 3 internal assessments and sit one external assessment for each general subject • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements	• Students choosing this pathway are preparing for both the workforce and further study. They may be unsure about life after school, and wish to keep their options broad. • Students wish to remain ATAR eligible • Students must investigate the prerequisites for their career and choose subjects that will lead to their success • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements • Students must enrol in 6 subjects. They may choose any combination of General, Applied or VET courses	• Students choosing this pathway are more likely to go into the workforce, secure an apprenticeship / traineeship or continue their education at TAFE. • Students must meet the literacy and numeracy requirements • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements • Students must enrol in 6 subjects. They may choose any combination of General, Applied or VET courses • Students choosing this pathway must still satisfy the prerequisite subject requirements and need to have developed good study habits.

QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENTS QCIA	The Queensland Certificate of Individual Achievement is designed to cater for students with a verified disability, and those who are receiving support via the College's Diversity team.

Selecting Senior Subjects

It is important to choose senior subjects carefully. There are a number of guidelines to go by when choosing subjects for Years 11 and 12.

Students should choose subjects:

- which they enjoy
- in which they are likely to achieve their best results
- which will help them reach their chosen tertiary and career goals, especially any prerequisites for particular courses – refer to Year 10 QTAC guide
- which give them valuable skills, knowledge and attributes. This will involve thought, discussion and research.

To investigate a subject, students should:

- speak to their teachers in their related Year 10 subjects (where applicable)
- speak to their parents
- look at the books and materials used in that subject
- read the provided information about the subject
- listen carefully when teachers talk about the subject in class or during information sessions
- access the QCAA subject syllabus information.

Students should pay attention to the content of the senior subjects and to the assessment which they will be required to do. Students should consider whether they have shown an ability to complete this kind of work in the past. Students should make subject choices without reference to what their friends will be doing. Similarly, students should not make subject choices based on who they think might be teaching that subject the following year.

Consider the workload of all the subjects together. For example, ask such questions as:

- Can I manage the amount of reading and writing which my chosen subject requires? Can I expect to do well in subjects which require so much independent research?
- Can I juggle the home commitment with the other things in my life?
- Can I prepare and complete the practical tasks which these subjects require of me?

All students must meet the following requirements in their selections:

- Literacy – Essential English, General English, Literature, or Literacy Short Course*
- Numeracy – Essential Mathematics, General Mathematics, Mathematics Methods, or Numeracy Short Course*
- Religious Education – Religion and Ethics or Study of Religion

Summary of proposed subject offerings

Department	General	Applied	VET
English	Literature	Essential English	
	General English		
Mathematics	General Mathematics	Essential Mathematics	
	Mathematics Methods		
	Specialist Mathematics		
Science	Biology	Aquatic Practices (7)	Certificate II Animal Care
	Chemistry		
	Physics		
	Psychology		
Humanities and Social Sciences	Ancient History		Certificate IV Crime and Justice
	Business	Religion and Ethics	Certificate III Business
	Modern History		
	Study of Religion		
Languages	Japanese		
Arts	Drama	Visual Arts in Practice	
	Music		
	Visual Arts		
Technologies	Design	Industrial Technology Skills	Certificate II Electrotechnology
			Certificate II Airline Maintenance
	Food and Nutrition	Hospitality Practices	Certificate II Hospitality
			Certificate II Cookery
	Digital Solutions		Certificate II Resources and Infrastructure
Health and Physical Education	Physical Education	Sports and Recreation	Certificate III Fitness
			Certificate III Early Childhood

Summary of prerequisite and corequisite learning for General Subjects

2024 subjects	Year 10 Prerequisite subject	Minimum Yr. 10 achievement standard	Corequisite
Ancient History	English History	C+ C+	General English or Literature
Biology	English Maths Science	C+ C+ C+	General English or Literature General Maths or Mathematics Methods
Business	English Business	C C	General English or Literature
Chemistry	English Maths Science	C+ C+ C+	General English or Literature General Maths or Mathematics Methods
Design	English Design	C C	General Maths or Mathematics Methods
Digital Solutions	English Maths	C C	General Maths or Mathematics Methods
Drama	English Drama	C+ C+	General English or Literature
Chemistry	English Maths Science	C+ C+ B	General English or Literature General Maths or Mathematics Methods
English	English	C	N/A
Food and Nutrition	English Mathematics Science	C+ C C+	General English or Literature General Maths or Mathematics Methods
Literature	English	C+	N/A
Mathematical Methods	10 Maths Methods Prep	B	N/A
Mathematics, General	10 Maths Methods Prep	C-	N/A
	10 Maths General Prep	C+	
Mathematics, Specialist	10 Maths Methods Prep	B	Mathematical Methods
Modern History	English History	C C	General English or Literature
Music	English Music	C + C +	General English or Literature
Physical Education	English	C+	General English or Literature
Physics	10 Maths Methods Prep English Science	C+ C+ C+	Mathematical Methods
Psychology	Mathematics English Science	C+ C+ C+	General Maths or Mathematics Methods General English or Literature
Study of Religion	English History RE	C+ C+ C+	General English or Literature
Visual Art	English Visual Art	C+ C+	General English or Literature

Plan your pathway

For students completing Year 12 from 2020

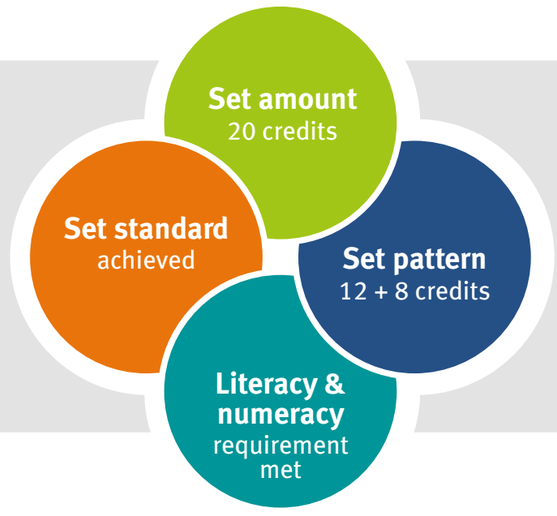
1 Think about your abilities, interests and ambitions

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 | Queensland Curriculum & Assessment Authority

180355

For all Queensland schools

Ancient History

G

Overview

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

Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

Pathways

Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World	Personalities and the times	Reconstructing the Ancient World	People, Power and Authority
• Topic 1: Digging up the Past • Topic 2: Ancient Societies: Sparta and Vikings	• Topic 1 – Women in the Ancient World • Topic 2 – Mad, bad and dangerous to know	• Topic 1 – Cities of Vesuvius • Topic 2 – Fifth Century Greece	• Collapse of the Roman Republic • Augustus (TBC)

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Essay in Response to Historical Evidence - Examination	25%	IA3: Essay in response to Historical Research	25%
IA2: Independent Source Investigation	25%	External examination – Short Response	25%

Prerequisites

10 English (any)	C+
10 History	C+

Corequisites

General English or Literature

Biology

G

Overview

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

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

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. 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).

<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</td></tr>
</table>

Prerequisites

English	C+
Science	C+
Maths	C+

Corequisites

General Maths or higher
General English or Literature

Business

G

Overview

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 and real-life 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 (see Section 1.2.5). Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	**Business Growth**	**Business Diversification**	**Business Evolution**
• Fundamentals of Business • Creation of Business Ideas	• Establishment of a Business • Entering Markets	• Competitive Markets • Strategic Development	• Repositioning a Business • Transformation of a Business

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1: Examination combination response	25%	Summative internal assessment 3: Extended response – feasibility report	25%
Summative internal assessment 2: Examination combination response	25%	Summative external assessment: Examination – combination response	25%

Prerequisites

English (any)	**C**

Corequisites

n/a

Chemistry

G

Overview

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

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

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. 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).

<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</td></tr>
</table>

Prerequisites

Maths	C+
English	C+
Science	C+

Corequisites

General Maths or Higher
General English or Literature

Design

G

Overview

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

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

Pathways

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice	**Commercial design**	**Human-centred design**	**Sustainable design**
• Topic 1: Experiencing design • Topic 2: Design process • Topic 3: Design styles	• Topic 1: Explore — client needs and wants • Topic 2: Develop — collaborative design	• Topic 1: Designing with empathy	• Topic 1: Explore — sustainable design opportunities • Topic 2: Develop — redesign

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Examination — design challenge	15%	IA3: Project	25%
IA2: Project	35%	External Assessment: Examination — design challenge	25%

Prerequisites

10 Design	C
10 English	C

Corequisites

General English

Digital Solutions

G

This subject may be delivered remotely if there is insufficient demand

Overview

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 create 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, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

Pathways

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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	**Applications and data solutions**	**Digital Innovation**	**Digital Impacts**
• Topic 1 – Understanding Digital Problems • Topic 2 – User	• Topic 1 – Data-driven problems and solution requirements	• Topic 1 – Interactions between users, data and digital	• Topic 1 – Digital methods for exchanging data • Topic 2 – Complex

experiences and interfaces • Topic 3 – Algorithms and programming techniques • Topic 4 – Programmed solutions	• Topic 2 – Data and programming requirements • Topic 3 - Prototype data solutions	systems • Topic 2 – Real world problems and solution requirements • Topic 3 – Innovative digital solutions	digital data exchange problems and solution requirements • Topic 3 – Prototype digital data exchanges

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Investigation – Technical Proposal	20%	IA3: Project — Folio	25%
IA2: Project — Digital Solution	30%	External Assessment: Examination	25%

Prerequisites

10 Mathematics	C
10 English	C

Drama

G

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Performance	20%	IA3: Project — practice-led project	35%
IA2: Project — dramatic concept	20%	External Assessment: Examination	25%

Prerequisites

10 Drama	C
10 English	C

Corequisites

General English or Literature

English

G

Overview

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

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Extended response — written response for a public audience	25%	IA3: Examination — imaginative written response	25%
IA2: Extended response — persuasive spoken response	25%	Summative external assessment: Examination — analytical written response	25%

Prerequisites

10 English	C

Corequisites

NIL

Food and Nutrition

G

Overview

Food and Nutrition is the study of food in the context of food science, nutrition, and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food and 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, as well as 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, and food safety, food preservation techniques and spoilage. In Unit 4, students develop an awareness of the interdisciplinary nature of food science, nutrition and technologies in relation to solving food and nutrition problems and improving safety, nutrition, convenience, transparency and accessibility for the consumer, as well as considering the wider impacts and implications of the solution. Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating and testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Pathways

Food and Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health

Objectives

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

- By the conclusion of the course of study, students will:
- recognise and describe food technology facts and principles
- explain food technology ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- 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	Food drivers and emerging trends	Food science of carbohydrate and fat	Food solution development for nutrition consumer markets
• Topic 1: Introduction to the food system • Topic 2: Vitamins and minerals • Topic 3: Protein • Topic 4: Developing food solutions	• Topic 1: Consumer food drivers • Topic 2: Sensory profiling • Topic 3: Labelling and food safety • Topic 4: Food formulation for consumer markets	• Topic 1: The food system • Topic 2: Carbohydrate • Topic 3: Fat • Topic 4: Developing food solutions	• Topic 1: Formulation and reformulation for nutrition consumer markets • Topic 2: Food development process

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Examination	20%	IA3: Project — Folio	30%
IA2: Project — folio	25%	External Assessment: Examination	25%

Prerequisites

10 Food Technology	**C**
English	C

Corequisites

General English

General Mathematics

G

Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

The General Mathematics program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Pathways

General Mathematics is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in fields such as social science and the arts.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and Matrices

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model those which students will encounter in Units 3 and 4. In Units 3 and 4 each assessment's mark contributes to the overall grade in the subject (A to E) and the ATAR calculation. Tests will comprise of short response questions that are simple familiar, complex familiar and complex unfamiliar in nature. A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

Unit 1 and 2 are formative with satisfactory results contributing I point per unit to obtaining a QCE.

The formative internal assessment for Units 1 and 2:

- one problem-solving and modelling task (20% weighting, Unit 1)
- an internal examination (15% weighting, Unit 1)
- an internal examination (15% weighting, Unit 2)
- two internal examinations that will mimic the Unit 3 and 4 external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

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).

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>IA1: Problem-solving and modelling task</td><td>20%</td><td rowspan="2">IA3: Examination</td><td rowspan="2">15%</td></tr>
<tr><td>IA2: Examination</td><td>15%</td></tr>
<tr><td colspan="3">Summative external assessment (EA): Examination</td><td>50%</td></tr>
</table>

Prerequisites

10 Maths Methods Prep	C-
10 Maths General Prep	C+

Corequisites

Japanese

G

This subject may be delivered remotely if there is insufficient demand

Overview

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

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

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

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

Pathways

Japanese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

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

- use mode-appropriate features to achieve particular purposes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My World	Exploring our world	Our society	My future
• Family, carers and friends • Lifestyle and leisure • Education	• Travel • Technology and media • The contribution of Japanese culture to the world	• Roles and relationships • Socialising and connecting with my peers • Groups in society	• Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1 – Examination – short response	15%	IA3 – extended response	25%
IA2 – Examination – combination response	35%	IA3 – External Examination – combination response	25%

Prerequisites

Year 10 English – General or Literature Preparation	C

Corequisites

NIL

Literature

G

Overview

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Literary Texts	Intertextuality	Literature and Identity	Independent Explorations

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1 – Essay in response to textual criticism under exam conditions	25%	IA3 – Imaginative Written – Original Creative Response	25%
IA2 – Imaginative Spoken – Transformation of a Literary Text	25%	IA3 – External Examination – Essay Exam	25%

Prerequisites

Year 10 English – General or Literature Preparation	C+

Corequisites

NIL

Mathematical Methods

G

Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

The Mathematical Methods program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Pathways

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, Relations and their Graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, Relations and their Graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, Relations and their Graphs, Calculus and Statistics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions	**Calculus and further functions**	**Further calculus**	**Further functions and statistics**
• Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and	• Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to	• The logarithmic function 2 • Further differentiation and applications 2 • Integrals	• Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2

probability • Exponential functions 1 • Arithmetic and geometric sequences	differential calculus • Further differentiation and applications 1 • Discrete random variables 1		• Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. 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).

A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

Unit 1 and 2 are formative with satisfactory results contributing I point per unit to obtaining a QCE.

The formative internal assessment for Units 1 and 2:

- one problem-solving and modelling task (20% weighting, Unit 1)
- an internal examination (15% weighting, Unit 1)
- an internal examination (15% weighting, Unit 2)
- two internal examinations that will mimic the Unit 3 and 4 external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

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).

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>IA1: Problem-solving and modelling task</td><td>20%</td><td rowspan="2">IA3: Examination</td><td rowspan="2">15%</td></tr>
<tr><td>IA2: Examination</td><td>15%</td></tr>
<tr><td colspan="3">Summative external assessment (EA): Examination</td><td>50%</td></tr>
</table>

Prerequisites

10 Maths Methods Prep	B

Corequisites

Physics

Modern History

G

Overview

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. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History P–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences.

In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

Pathways

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World	Movements in the Modern World	National experiences in the Modern World	International experiences in the Modern World
Russian Revolution, 1905-1920s	Australian Indigenous rights movement since 1967	Soviet Union, 1920s-1945	The Cold War, 1945-1991 Australia and Vietnam

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1: Examination – essay in response to historical sources	25%	Summative internal assessment 3: investigation – historical essay based on research	25%
Summative internal assessment 2: Investigation – Independent source investigation	25%	Summative external assessment: Examination – short responses to historical sources	25%

Prerequisites

Year 10 English (any preparation course)	C
Year 10 History	C

Corequisites

General English or Literature

Music

G

Overview

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

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

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

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

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

Pathways

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs	Identities	Innovations	Narratives
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?	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?	Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Performance (20%)	20%	IA3: Integrated project (35%)	35%
IA2: Composition (20%)	20%	External Assessment: Examination (25%)	25%

Prerequisites

10 Music	C
10 English	C
Music Theory Club	Recommended
Instrumental / Vocal Music Lessons	Recommended

Corequisites

General English or Literature	
Music Theory Club	Recommended
Instrumental / Vocal Music Lessons	Recommended

Physical Education

G

Overview

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity	Sport psychology, equity and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity
Topic 1: Motor learning integrated with a selected physical activity from one of the six categories Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity from one of the six categories	Topic 1: Sports psychology integrated with a selected physical activity from one of the six categories Topic 2: Equity — barriers and enablers	Topic 1: Tactical awareness — integrated with one physical activity from either the 'Invasion' or 'Net and court' categories Topic 2: Ethics and integrity	Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1 - Folio	25%	IA3 - Folio	30%
IA2 - Investigation	20%	EA - Examination	25%

Prerequisites

10HPE	C+

Corequisites

General English or Literature

Physics

G

Overview

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves.

They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

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

Prerequisites

Maths	C+
English	C+
Science	C+

Corequisites

General Maths or Higher
General English or Literature

Psychology

G

Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. 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).

<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="3">External Examination</td><td>50%</td></tr>
</table>

Prerequisites

Maths	C+
English	C+
Science	C+

Corequisites

General Maths or Higher
General English or Literature

Specialist Mathematics

G

Overview

Specialist Mathematics is designed to be taken in conjunction with Mathematical Methods because the work covered in Mathematical Methods will be required and used in Specialist Mathematics. Functions and calculus are essential for developing an understanding of the physical world. This subject will prepare students for understanding their physical world by developing the ability to formulate and use effective models, use statistical analysis to discuss given and collected data, reach reasonable conclusions and solve complex and abstract mathematical problems using various analytical and technological tools.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in fields such as 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:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof	Complex numbers, trigonometry, functions and matrices	Mathematical induction, and further vectors, matrices and complex numbers	Further statistical and calculus inference
• Combinatorics • Vectors in the plane • Introduction to proof	• Complex numbers 1 • Trigonometry and functions • Matrices	• Proof by mathematical induction • Vectors and matrices • Complex numbers 2	• Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. 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).

A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

Unit 1 and 2 are formative with satisfactory results contributing I point per unit to obtaining a QCE.

The formative internal assessment for Units 1 and 2:

- one problem-solving and modelling task (20% weighting, Unit 1)
- an internal examination (15% weighting, Unit 1)
- an internal examination (15% weighting, Unit 2)
- two internal examinations that will mimic the Unit 3 and 4 external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

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).

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>IA1: Problem-solving and modelling task</td><td>20%</td><td rowspan="2">IA3: Examination</td><td rowspan="2">15%</td></tr>
<tr><td>IA2: Examination</td><td>15%</td></tr>
<tr><td colspan="3">Summative external assessment (EA): Examination</td><td>50%</td></tr>
</table>

Prerequisites

10 Maths Methods Prep	B

Corequisites

Mathematical Methods

Study of Religion

G

This subject can be delivered remotely if there is insufficient demand

Overview

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings	Religion and ritual	Religious Ethics	Religion, rights and the nation-state
• Topic 1 – Sacred Texts • Topic 2: Abrahamic Traditions	• Topic 1 – Lifecycle rituals • Topic 2 – Calendrical rituals	• Topic 1 – Social Ethics • Topic 2 – Ethical relationships	• Religion and the nation-state • Religion and human rights

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Extended response	15%	IA3: Investigation – Inquiry Response	35%
IA2: Investigation – Inquiry Response	25%	External Assessment: Examination – short response	25%

Prerequisites

10 English	C+
10 History	C+
10 Religion	C+

Corequisites

General English or Literature

Visual Arts

G

Overview

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	Art as code	Art as knowledge	Art as alternate
Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Investigation — inquiry phase 1	15%	IA3: Project — inquiry phase 3	35%
IA2: Project — inquiry phase 2	25%	External Assessment: Examination	25%

Prerequisites

10 Visual Art	C
10 English	C

Corequisites

General English or Literature

Aquatic Practices

A

Overview

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

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

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

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

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

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

Pathways

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

Objectives

- Describe ideas and phenomena.
- Execute procedures.
- Analyse information.
- Interpret information.
- Evaluate conclusions and outcomes.
- Plan investigations and projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit E - Using the Aquatic Environment	Unit C - Recreational and commercial fishing	Unit B – Coastlines and navigation	Unit A - Aquatic ecosystems
• Explore aquatic environments safely • Investigate specialised equipment • Investigate industry vocation • Analyse recreational and commercial activities and related policy	• Explore fishing techniques • Investigate sustainable fisheries management techniques • Analyse fishing techniques • Evaluate fishing techniques and police	• Observe wave and current properties • Model geological features • Explore weather and navigation • Interpret parks, wildlife and zoning legislation	• Explore aquatic biodiversity and ecosystems • Gain awareness of cultural significance of waterways • Develop conservation and management techniques • Evaluate current management techniques

Assessment

All four units are summative

Unit 3 – Coastlines & navigation		Unit 4 – Aquatic Ecosystems	
B1 – Applied Investigation	25%	A1 – Applied Investigation	25%
B2 - Practical project	25%	A2 - Practical project	25%

Essential English

A

Overview

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

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

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

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

1. use patterns and conventions of genres to suit particular purposes and audiences
2. use appropriate roles and relationships with audiences
3. construct and explain representations of identities, places, events and concepts
4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
5. explain how language features and text structures shape meaning and invite particular responses
6. select and use subject matter to support perspectives

7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
8. make mode-appropriate language choices according to register informed by purpose, audience and context
9. use language features to achieve particular purposes across modes.

Structure

Essential English is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Unit 1	Unit 2	Unit 3	Unit 4
Language that works	Texts and human experiences	Language that influences	Representations and popular culture texts
Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	• Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	• Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

Unit 3		Unit 4	
IA1: Extended response — spoken/signed response	25%	IA3: Extended response — multimodal response	25%
IA2: Common internal assessment	25%	IA4: Extended response — written response	25%

Essential Mathematics

A

Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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

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

Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

1. select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
2. comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
3. communicate using mathematical, statistical and everyday language and conventions
4. evaluate the reasonableness of solutions
5. justify procedures and decisions by explaining mathematical reasoning
6. solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Essential Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Students who complete this course of study with a grade of C or better will meet the numeracy requirement for QCE and should also be able to demonstrate numeracy competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Subject matter that is denoted by '[complex]' is considered to be complex and indicates alignment to ACSF Level 4 or higher. All other subject matter is considered to be simple and indicates alignment to ACSF Level 3.

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

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

Unit 3		Unit 4	
Problem solving and modelling task	25%	Problem solving and modelling task	25%
Common Internal Assessment	25%	Examination	25%

Hospitality Practices

A

Overview

Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. A course of study consists of three core topics — navigating the hospitality industry, working effectively with others, and hospitality in practice. The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The three electives — kitchen operations, beverage operations and service, and food and beverage service — represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4), Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Demonstrate practices, skills and processes.
2. Interpret briefs.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culinary Trends	Bar and Barista Basics	Guest Services	Casual Dining

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
F1 - Practical Demonstration	25%	D1 - Practical Demonstration	25%
F2 - Project	25%	D2 - Project	25%

Industrial Technology Skills

A

Overview

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

1. Demonstrate practices, skills and processes.
2. Interpret drawings and technical information
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Furnishing Skills - A	Engineering Skills - A	Furnishing Skills - F	Engineering Skills B
Furniture Making	Fitting and Machining	Bespoke Furniture	Welding and Fabrication

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
F1 - Practical Demonstration	25%	D1 - Practical Demonstration	25%
F2 - Project	25%	D2 - Project	25%

Religion and Ethics

A

Overview

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.

In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this syllabus, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Pathways

A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals. It helps students develop an understanding of themselves in the context of their family, their community and the workplace.

Objectives

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Applying and examining
- Dimension 3: Producing and evaluating

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred Stories (Completed in Year 10)	World Religions	Peace	Social Justice

Assessment

Unit 3		Unit 4	
Extended Response	25%	Project	25%
Investigation	25%	Exam	25%

Sport and Recreation

A

Overview

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

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 those active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Pathways

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

Objectives

- 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

Unit 1	Unit 2	Unit 3	Unit 4
Challenge in the Outdoors	Coaching and Officiating	Fitness for Sport and Recreation	Community Recreation
Explore various outdoor activities including camping, orienteering, bushwalking, navigational skills, bushcraft, canoeing, fishing, cycling and climbing.	Explores coaching and officiating, in safe and inclusive environments, investigating best practices, planning strategies, to develop important character traits for coaches and officials.	Explores fitness and training in sport and recreation, focusing on developing skills and knowledge for organising and structuring fitness programs. Students will gain insights into fitness, training methods in fitness-related activities.	Explore community recreation activities and their importance in promoting wellbeing and building social connections.

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
F1 - Practical Demonstration	25%	D1 - Practical Demonstration	25%
F2 - Project	25%	D2 - Project	25%

Visual Arts in Practice

A

Overview

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'.

Pathways

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

Objectives

- Use Visual Arts practices.
- Plan artworks
- Communicate ideas
- Evaluate artworks

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards	Looking outwards	Clients	Transform and extend

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Project	25%	Project	25%
Resolved Artwork	25%	Resolved Artwork	25%

Certificate II in Aircraft Line Maintenance (MEA20518)

V

Overview

The school to work pathway allows school students to take the first step to a career within the aviation industry. The Certificate II in Aircraft Line Maintenance (MEA20518) provides the basic level knowledge and skills required to perform a range of specified maintenance tasks on aircraft on a flight line or at the departure gate.

The VET in Schools program for Year 10 & 11 students is conducted over approximately 2 years. This qualification can lead to future Aeroskills apprenticeships/traineeships and is also a pathway to achieving a Civil Aviation Safety Authority (CASA) Category A Aircraft Maintenance Engineer licence, which allows authorised personnel to release aircraft to service.

The Certificate II in Aircraft Line Maintenance is funded by the Queensland Government through the Certificate 3 Guarantee – Vocational Education and Training in Schools (VETiS) program.

VETiS allows students to undertake nationally recognised training whilst undertaking years 10/11/12 at school. This training can count towards the Queensland Certificate of Education (QCE).

Objectives

- Repair foundational aircraft
- Remove and install avionic components
- Perform electrical tests
- Use hand tools at a high-end technical level
- Fill out complex regulatory maintenance logs

RTO

RTO 30770 Aviation Australia

Cost

Nil

VETIS Funded

YES	NO

Prerequisites

Year 10 English and Mathematics

Certificate II in Animal Care (ACM20121)

V

Overview

Is the animal kingdom your preferred habitat? The Certificate II in Animal Care is an ideal entry point into the animal care and management industry. This qualification describes the skills and knowledge for entry level and support roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries and veterinary clinics. The work activities are routine, performed under supervision and within clearly defined guidelines.

Requirements

CQUniversity entry requirements:

- Prior to enrolment, students are to engage with their local area Animal Industry Care providers to find suitable work placement
- Important information related to Vocational Placement can be found in this document Vocational Placement Host Employer Information Pack
- As part of the application process, students must upload a copy of the signed Vocational Placement Agreement (see linked document above page 7 and 8)

Students are also required to:

- Complete the bksb (Basic key Skills Builder) online literacy and numeracy assessment prior to enrolment unless they have completed an equal or higher-level course.
- Have reasonable reading and writing skills, as well as basic numeracy skills to complete workbooks, assignments, learning activities and assessment tasks.
- Access a computer / tablet / smartphone with internet access, camera, microphone and speakers.
- Access Microsoft Teams, to attend weekly Microsoft Team tutorials.
- Use Microsoft Teams for online assessment components.
- Handle live animals and require a reasonable level of physical fitness to be able to complete the practical components of the course.

RTO

Start Tafe Now (STN) via RTO 40939 CQU

Cost

Nil

VETIS Funded

YES	NO

Prerequisites

Year 10 English and Mathematics

Certificate III in Business (BSB30120) V

Overview

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services within the school community.

Graduates will be competent in a range of essential business skills including; personal management and effective communication techniques, customer service, leadership and innovation, critical thinking, business technology and documents, financial literacy, workplace health and safety, inclusive work practices and participating in sustainable work practices.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss

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.

RTO

RTO 31319 Binnacle Training

Cost

$265

VETIS Funded

YES	**NO**

Prerequisites

Year 10 English **Year 10 Business Recommended** **Literacy Screener**

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation: Binnacle Training (RTO 31319)

COURSE OVERVIEW & OUTLINE

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

Graduates will be competent in a range of essential business skills including; personal management and effective communication techniques, customer service, leadership and innovation, critical thinking, business technology and documents, financial literacy, workplace health and safety, inclusive work practices and participating in sustainable work practices.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss

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.

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line
**Please consult Binnacle Training to discuss Fast-Track options.*

Units of Competency:
13 (6 Core Units, 7 Elective Units)

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$265.00 per person
Plus additional charge at the school's discretion: $20 Binnacle Boss Project Start-Up Capital

QCE Outcome:
Maximum 8 QCE Credits

UNITS OF COMPETENCY

CODE	TITLE
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers

COURSE SCHEDULE

BSB30120 CERTIFICATE III IN BUSINESS

TERM 1	**TOPICS**
	› Introduction to the Business Services Industry › Personal Wellbeing in the Workplace › Organise Personal Work Priorities
	PROJECTS
	› Wellbeing in the Workplace
TERM 2	**TOPICS**
	› Develop and Apply Knowledge of Personal Finances
	PROJECTS
	› Knowledge of Personal Finances
TERM 3	**TOPICS**
	› Workplace Health and Safety › Sustainable Work Practices
	PROJECTS
	› WHS Processes at the ‘Go! Regional’ Travel Expo
TERM 4	**TOPICS**
	› Inclusive Work Practices › Engage in Workplace Communication
	PROJECTS
	› Inclusivity and Communication in the Workplace
TERM 5	**TOPICS**
	› Work in a Team › Critical Thinking Skills
	PROJECTS
	› Critical Thinking at Go! Travel
TERM 6	**TOPICS**
	› Create Electronic Presentations › Creating Presentations Using PowerPoint › Write Simple Documents
	PROJECTS
	› Binnacle Boss (Part 1) – Business Proposal
TERM 7	**TOPICS**
	› Critical Thinking and Problem Solving
	PROJECTS
	› Binnacle Boss (Part 2) - Market Day / Entrepreneurship Expo

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle’s PDS, please visit: binnacletraining.com.au/rto

Certificate IV in Crime and Justice (10971NAT)

V

Overview

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.
The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

Entry Requirements

Academic

There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to understand training material and to successfully complete all study and assessment requirements.

Learning experiences

Content is delivered in a face-to-face classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals.

Pathways

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

RTO

RTO 6330 Unity College

Cost

$750

VETIS Funded

YES	NO

Prerequisites

Year 10 English

Certificate III in Early Childhood (CHC30121)

V

Overview

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgment to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours

Structure

17 units (15 core units plus 2 elective units) plus a mandatory 160 hrs in an early childhood education and care setting

Student Selection	Persons with the language, literacy & numeracy skills to fulfil their job role & complete course AND meet industry vaccination mandates
Course Duration	Maximum 18 months part-time or 6 months full-time
Practical Component	Student must be either employed and working in a Regulated Early Childhood Education and Care setting OR be able to secure a Volunteer Placement for a minimum 160 hours on enrolment (confirmation from centre required)

RTO

Cairns Training Academy

Cost

Term 1 $220 followed by $80 per Terms 2 to 7 PLUS, student MUST pay for and supply CTA with a copy of their First Aid Certificate (Compulsory unit)- total cost $700. Blue Card required

VETIS Funded

YES	NO

Certificate II in Electrotechnology (UEE22020)

V

Overview

Kick start your career in the electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started.

Qualified electricians are currently in demand with the number of people employed in the industry growing very strongly over the past few years. According to the Australian Government's Job Outlook service there's expected to be around 26,000 job openings for electricians in the next five years.

In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.

Successful completion of this course will put you on the path to an apprenticeship with a huge choice in the industry. Opportunities exist in electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable energy.

RTO

RTO 90748 Major

Cost

nil

VETIS Funded

YES	**NO**

Prerequisites

Year 10 Mathematics Year 10 English	Students will be required to meet high language, literacy, and numeracy (LLN) standards to gain entry into this program. An LLN assessment will be required at the time of application.

MAJOR
EST. '98 TRAINING

Skills Assure

Nationally Recognised Training

NEW SKILLS FOR MORE OPPORTUNITIES MAKE IT HAPPEN

With UEE22020 Certificate II in Electrotechnology (Career Start)

- HIGH RISK LICENCING
- PLANT OPERATOR TICKETS
- TRAINEESHIP & APPRENTICESHIPS
- HEAVY VEHICLE LICENCES
- INDUSTRY SHORT COURSES

RTO CODE 6139 | 72 MCLEOD STREET, CAIRNS, 4870 | WWW.MAJOR.COM.AU

CHOICE, CHANCE AND CHANGE

NATIONALLY RECOGNISED TRAINING

MAJOR EST. '98 TRAINING

If you are looking to become a qualified electrician, this pathway course in UEE22020 Certificate II in Electrotechnology (Career Start) is a pre-apprenticeship program to UEE30820 – Certificate III in Electrotechnology Electrician qualification.

This course is suitable for year 11 or 12 high school students.

Delivery occurs 1 day per school week, 8:30am - 3:00 pm at Major, 72 McLeod Street Cairns.

WHAT YOU WILL LEARN

UEECD007 Apply work health and safety regulations, codes and practices in the workplace
CPCCWHS1001 Prepare to work safely in the construction industry
UEECD0019 Fabricate, assemble and dismantle utilities industry components
UEERE001 Apply environmentally and sustainable procedures in the energy sector
UEECD0038 Provide solutions and report on routine electrotechnology problems
UEECD0046 Solve problems in single path circuits
UEECD0021 Identify and select components, accessories and materials for energy sector work activities
UEECD0020 Fix and secure electrotechnology equipment
UEECO0002 Maintain documentation
UEECD0052 Use routine equipment/plant/technologies in an energy sector environment
UEERE0021 Provide basic sustainable energy reduction in residential premises
UEECD0009 Carry out routine work activities in an energy sector environment
UEERL0001 Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
BSBCUS201 Deliver a service to customers

Students are required to undertake a Pre-Training Review prior to enrolment occuring due to the high level of numeracy required throughout the qualification.

FOR MORE INFORMATION VISIT OUR WEBSITE MAJOR.COM.AU
ALTERNATIVELY CONTACT KATELYN ON 0419 765 507 OR KATHERINE ON 0447 791 895

The Certificate 3 Guarantee is a key initiative under the Queensland Government's five-year training reform action plan - 'Great skills, Real opportunities'.

Eligibility Criteria
Support Letter from High School
Profile picture/Student ID or Driver licence
*Some other eligibility applies for specific units

Nil Student contribution fees for eligible students under VETiS

NOTE: Further course information can be found at www.myskills.gov.au. Recognition of prior learning may be available. *Some conditions may apply.

Certificate III in Fitness (SIS30321) V

Overview

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 deliver 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

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provider

RTO

Binnacle Training or CQU

Cost

$365

VETIS Funded

YES	**NO**

Prerequisites

Year 10 HPE, English and Mathematics **Literacy Screener**

DUAL QUALIFICATION: SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(OR AS STANDALONE QUALIFICATION: SIS30321 CERTIFICATE III IN FITNESS)

Registered Training Organisation: Binnacle Training (RTO 31319)

COURSE OVERVIEW & OUTLINE

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 deliver 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

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provider

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.

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 8 Units

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$365.00 per person
(Cert II entry qualification
= $265.00 + Cert III Gap Fee = $100.00)
(+ $55.00 First Aid)

QCE Outcome:
Maximum 8 QCE Credits

UNITS OF COMPETENCY

UNITS OF COMPETENCY *Certificate III in Fitness*	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

ADDITIONAL 8 UNITS OF COMPETENCY (OPTIONAL) *Part of the optional Certificate II in Sport and Recreation*	
SISXCAI002	Assist with activity sessions
SISXCCS001	Provide quality service
BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices

COURSE SCHEDULE

DUAL QUALIFICATION: SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(OR AS STANDALONE QUALIFICATION: SIS30321 CERTIFICATE III IN FITNESS)

TERM 1

TOPICS

- The Sport, Fitness & Recreation (SFR) Industry
- Apply Knowledge of Coaching Practices

PROGRAMS

- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2

TOPICS

- Perform Research and Create a Group Presentation
- Organise and Complete Work Tasks

PROGRAMS

- Group Nutrition Presentation: Create and Deliver a Presentation to your Peers
- Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants

TERM 3

TOPICS

- Cardio and Conditioning Programs
- Anatomy and Physiology
- The SFR Industry

PROGRAMS

- One-on-One Cardio Program
- Group Conditioning Sessions for Adolescent Participants

TERM 4

TOPICS

- Anatomy and Physiology
- First Aid Course: HLTAID011 Provide First Aid

PROGRAMS

- Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20115 CERTIFICATE II IN SPORT AND RECREATION

TERM 5

TOPICS

- Anatomy and Physiology
- Health and Nutrition Consultations

PROGRAMS

- One-on-One Gym Program: Adolescent Client
- Conduct Consultations with a Client (Peer)
- Plan and Conduct Sessions (Scenario Clients)

TERM 6

TOPICS

- Screening and Health Assessments
- Specific Population Clients
- Older Clients

PROGRAMS

- Fitness Orientation Program: Client Orientation
- Gentle Exercise Program: Participate in Gentle Exercise Sessions
- Mobility Program: Plan and Instruct Mobility Sessions

TERM 7

TOPICS

- Older Clients
- Specific Populations

PROGRAMS

- Group Exercise and Gym-based One-on-One Sessions:
- Female and Male Adults aged 18+; and
- Older adults aged 55+

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Certificate II in Hospitality (SIT20322) V

Overview

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

ASSESSMENT METHODS

You may be assessed in a number of ways while you are studying with MiHaven Training, including observation, written assessment, questioning, Third-party feedback, and through recognition of prior learning. Please note, your assessor will advise you of the method of assessment prior to commencing each each unit of competency.

Observation, where a trainer will directly observe your performance of activities in a real or simulated workplace, role play or exercise, or a demonstration of practical skills. This will occur both within the classroom environment and within your practical work placement hours.

Written assessments can take a number of forms including case studies, assignments, projects, workbooks, presentations, reports, reflective tasks, self-evaluation, and research projects.

Questioning could take the form of written question and answers, such as examinations or could also be spoken questions and answers.

Third-party feedback is information we gather from the people supervising you throughout your Work placement hours. This will be formally documented with a work placement observation workbook which is supplied to you through your course.

RTO

RTO 40928 MiHaven

Cost

Textbooks Fees may apply – Uniform cost, if deemed applicable by the College.

VETIS Funded

YES	NO

Mi Haven TRAINING
RTO 40928

Vocational Education & Training in Schools (VETiS)

SIT20316

Certificate II in Hospitality

Within 12 months	Weekly Sessions	Classroom Delivery	12 Service Shifts Work Placement	No Fee

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Course Delivery

The SIT20316 Certificate II in Hospitality is delivered within 12 months. Training and assessment will be delivered in weekly classroom sessions at the school.

Eligibility Criteria

To eligible to enrol in the VET in Schools program, you must:

- Be enrolled at high school (years 10, 11 or 12)
- Be a resident in Queensland
- Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency
- Have not already exhausted VETiS funding
- QLD State Government VETiS funding is only available for one qualification for each student

Career Pathways

- Catering Assistant
- Food and Beverage Attendant
- Cafe Attendant

Vocational Education & Training in Schools (VETiS)

SIT20316

Certificate II in Hospitality

MiHaven TRAINING RTO 40928

Course Requirements

To achieve SIT20316 Certificate II in Hospitality, 12 units must be completed including 6 core and 6 elective units.

Core Units

- BSBWOR203 Work effectively with others
- SITXCCS003 Interact with customers
- SITHIND002 Source and use information on the hospitality industry
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in the safe work practices
- SITHIND003 Use hospitality skills effectively

Elective Units

- BSBCMM201 Communicate in the workplace
- SIRXSLS001 Sell to the retail customer
- SITHFAB002 Provide responsible service of alcohol
- SITXCOM001 Source and present information
- SITHIND001 Use hygienic practices for hospitality service
- SITXFIN001 Process financial transactions

Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school. VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.
MiHaven Training is a Skills Assure Supplier under this program for the delivery of this qualification. As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway. As a condition of your enrolment, you will be required to complete a student training and employment survey within three months of finishing or discontinuing your training. For more information on the VETiS program, including eligibility requirements, subsidy information, and program related documents, visit www.desbt.qld.gov.au/training where you can find Frequently Asked Questions or download the VETiS Fact Sheet.

Student Co-Contribution Fee

There are no student fees applicable for this course.

Additional Information:

Elective units can be customised to suit outcomes. Students are required to complete 12 service shifts in industry. MiHaven Training will assist in securing work placement for students.

Certificate II in Cookery (SIT20421) V

Overview

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

ASSESSMENT METHODS

You may be assessed in a number of ways while you are studying with MiHaven Training, including observation, written assessment, questioning, Third-party feedback, and through recognition of prior learning. Please note, your assessor will advise you of the method of assessment prior to commencing each each unit of competency.

Observation, where a trainer will directly observe your performance of activities in a real or simulated workplace, role play or exercise, or a demonstration of practical skills. This will occur both within the classroom environment and within your practical work placement hours.

Written assessments can take a number of forms including case studies, assignments, projects, workbooks, presentations, reports, reflective tasks, self-evaluation, and research projects.

Questioning could take the form of written question and answers, such as examinations or could also be spoken questions and answers.

Third-party feedback is information we gather from the people supervising you throughout your Work placement hours. This will be formally documented with a work placement observation workbook which is supplied to you through your course.

RTO

RTO 40928 MiHaven

Cost

Textbooks Fees may apply – Uniform cost, if deemed applicable by the College.

VETIS Funded

YES	NO

Mi Haven TRAINING
RTO 40928

Vocational Education & Training in Schools (VETiS)

SIT20421

Certificate II in Cookery

Within 12 Months

Weekly Sessions

Classroom/Kitchen Delivery

12 Service Shifts Work Placement

Fees may apply *

Textbook fees apply*

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Course Delivery

The SIT20421 Certificate II in Cookery is delivered within 12 months. Training and assessment will be delivered in weekly classroom/kitchen sessions at the school.

Eligibility Criteria*

To be eligible to enrol in the VET in Schools program, you must:

- Be enrolled at high school (years 10, 11 or 12)
- Be a resident in Queensland Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency
- Have not already exhausted VETiS funding
- QLD State Government VETiS funding is only available for one qualification for each student

Career Pathways

Catering Assistant

Kitchen Hand

Takeaway Assistant

Vocational Education & Training in Schools (VETiS)

SIT20421
Certificate II in Cookery

MiHaven TRAINING RTO 40928

Course Requirements

To achieve SIT20421 Certificate II in Cookery, 13 units must be completed including 7 core and 6 elective units. (Note: all units with an *asterisk have one or more prerequisites. Refer to individual units for details)

Core Units

- SITHCCC023* Use food preparation equipment
- SITHCCC027* Prepare dishes using basic methods of cookery
- SITHCCC034* Work effectively in a commercial kitchen
- SITHKOP009* Clean kitchen premises and equipment
- SITXFSA005 Use hygienic practices for food safety
- SITXINV006* Receive, store and maintain stock
- SITXWHS005 Participate in safe work practices

Elective Units

- SITHCCC024* Prepare and present simple dishes
- SITHCCC025* Prepare and present sandwiches
- SITHCCC028* Prepare appetisers and salads
- SITXFSA006 Participate in safe food handling practices
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural sensitivity

Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school. VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education. MiHaven Training is a Skills Assure Supplier under this program for the delivery of this qualification. As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway. As a condition of your enrolment, you will be required to complete a student training and employment survey within three months of finishing or discontinuing your training. For more information on

the VETiS program, including eligibility requirements, subsidy information, and program related documents, visit www.desbt.qld.gov.au/training where you can find Frequently Asked Questions or download the VETiS Fact Sheet.

Student Co-Contribution Fee

*****There may be student fees applicable for this course. Please refer to our schedule of fees
*Textbooks fees apply, please refer to our website and/or schedule of fees for associated cost.

Additional Information

Elective units can be customised to suit outcomes. Students are required to complete 12 service shifts in industry.
MiHaven Training will assist in securing work placement for students.

Certificate II in Resources and Infrastructure (**RII20115)**

V

Overview

Prepares senior students with basic knowledge and skills for entry level jobs and further training to commence successful career paths in the global resources and infrastructure industries. Students will learn with ADI's e-Learning platform and then complete practical sessions through real world activities. Students will participate in field trips where they will have the opportunity to engage and gain valuable information from Industry experts within the resource and infrastructure sectors.

RTO

RTO 31440 Australasian Drilling Institute

Cost

PPE approximately $50.00 (drill pants if required) Camp accommodation, transport & meals $100.00 (3 days & 2 nights)

VETIS Funded

YES	**NO**

RII20115

Certificate II in Resources and Infrastructure Work Preparation

NATIONALLY RECOGNISED TRAINING

Resourcing the Future

8 weeks (1 term)

Prepares senior students with basic knowledge and skills for entry level jobs and further training to commence successful career paths in the global resources and infrastructure industries. Students will learn with ADI's e-Learning platform and then complete practical sessions through real world activities.

Students will participate in field trips where they will have the opportunity to engage and gain valuable information from Industry experts within the resource and infrastructure sectors.

Entry level qualification for Resources & Infrastructure Industries i.e. Mining, Drilling, Quarrying & Civil Construction

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VET in Schools Funding 4 QCE Points

Delivered at school Online with Practical Training & Assessment during outdoor group activity sessions

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Successful completion of this program also includes:

HLTAID003 Provide first aid
RIIWHS204D Work safely at heights

AUSTRALASIAN DRILLING INSTITUTE PTY LTD

Cairns Office
27 Aeroglen Drive
Aeroglen QLD 4870
P 07 4032 2175

Brisbane Office
3/423 Bradman Street
Acacia Ridge, QLD 4110
P 07 3276 0036

RTO Provider Number: 31440

Contacts: Rachel (Cairns) on 4032 2175 or Cherie (Brisbane) on 32760036

Personal Protective Equipment (PPE)

ADI will supply

- 1 x orange drill long-sleeved **shirt**

Student to supply

- 1 x long **pants**
  (jeans or navy drill pants)
- 1 x closed in **shoes**
  (sturdy walking boots or sneakers)

Cost of Training Course

RII20115 Certificate II in Resources and Infrastructure Work Preparation **(funded by the Queensland Government, for eligible students)**

Out of pocket costs:

- PPE approximately **$50.00** (drill pants if required)
- Camp accommodation, transport & meals **$100.00** (3 days & 2 nights)

RII20115 Certificate II in Resources and Infrastructure Work Preparation - Schedule

Week	Activity	Venue
1	Legislation	E Learning at school
1	Risk Management	E Learning at school
1	Management Systems	E Learning at school
2	Tagging and Isolation	E Learning at school
2	Workplace Health and Safety	E Learning at school
2	Communicate in the Workplace	E Learning at school
3	Team Building and Mini Mining Safety Induction	Outdoor learning center
4	First Aid	E Learning at school
4	Work Safely at Heights	E Learning at school
5	Provide First Aid	Practical at ADI or school
6	Read and Interpret maps	E Learning at school
6	Carry Out Measurements and Calculations	E Learning at school
7	Work Safely at Heights	Practical at ADI or outdoor
8	Mapping and Calculations	Practical at ADI or outdoor

Pathways

This qualification is funded under the VET in Schools framework as a qualification leading to employment outcomes. Career and training pathways in the resources and infrastructure industries depend on the job roles and which sub-sectors one is employed in. Further training may follow successful completion of this program in either a pre-industry course for one sector, such as under the Year 12 graduate program, or combined with employment for a traineeship in either a Certificate II or III qualification or a program under the Government's Certificate 3 Guarantee.

MacKillop
Catholic College