



Senior Subject Handbook

Subject information for Year 11 and 12

2024 - 2025

Introduction

The purpose of this handbook is to that guide students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

A wise choice of subjects has vitally important bearing on results and outcomes from school, success in studies and the range of options available for further study or entry to a desired vocation. The Senior phase of learning is a very different experience. Subjects are more demanding in respect to both the quality and quantity of work required. Students need to be realistic in terms of their previous results, effort and future interests.

To assist with selecting a pathway, all students will develop a Student Education and Training Plan (SET Plan), which allows students to detail their intended learning outcomes and activities after year 10. The SET Plan will be completed in conjunction with the subject selection process.

This handbook provides a brief outline of the subjects available in Year 11 and 12 at Alexandra Hills State High School.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

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.

The school will assist and track students' progress towards their QCE during Year 11 and 12. Students can also track their progress through their learning accounts using their Learning Unique Identifier (LUI). Learning accounts are accessed through the myQCE Student portal.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of the following subjects: English, Essential English.

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

Subject offerings and Prerequisites

Students are required to choose:

- An **ENGLISH** subject
- A **MATHEMATICS** subject
- 4 other General / Applied/ Certificate offerings

The number of students choosing the subject will determine final subject offerings. If a subject does not attract the minimum number of students required, the subject will not be offered. In this case, the student will be notified and requested to choose another subject.

Faculty Area	Subject	Type of Subject	Pre-requisites (minimum requirement)
English	English	General	C in Year 10 English
	Essential English	Applied	Nil
Mathematics	General Mathematics	General	C in Year 10 Pre General Maths
	Mathematical Methods		B in Year 10 Pre Mathematical Methods
	Specialist Mathematics		B in Year 10 Pre Mathematical Methods
	Essential Mathematics	Applied	Nil
Science	Biology	General	C in Year 10 Science; C in Year 10 English
	Chemistry		B in Year 10 Science; C in Year 10 English; C in Year 10 Pre Mathematical Methods
	Physics		B in Year 10 Science; C in Year 10 English; C in Year 10 Pre Mathematical Methods
	Psychology		C in Year 10 Science; C in Year 10 English
	Agricultural Practices	Applied	Nil
Humanities and Social Science	Ancient History	General	C in Year 10 English; C in Year 10 HASS
	Economics		C in Year 10 English; C in Year 10 HASS
	Geography		C in Year 10 English; C in Year 10 HASS
	Modern History		C in Year 10 English; C in Year 10 HASS
Business	Business Studies	Applied	Nil
	Social and Community Studies		Nil
	Tourism		Nil
	Certificate III in Business BSB30120 Binnacle Training RTO#31319	Certificate	C in Year 10 English
	Diploma of Business BSB50120 Prestige Service Training RTO#31981		Year 12 option ONLY B in Year 10 English
	Certificate IV in Justice Studies 10971NAT Unity College RTO#32123		B in Year 10 English

Faculty Area	Subject	Type of Subject	Pre-requisites (minimum requirement)
Health and Physical Education	Health and Physical Education	General	C in Year 10 English
	Health		C in Year 10 English
	Sport and Recreation	Applied	Nil
	Certificate III Fitness SIS30315 Binnacle Training RTO#31319	Certificate	C in Year 10 English
Languages	Italian	General	C in Year 10 Italian
	Japanese		C in Year 10 Japanese
Design Technologies	Design	General	C in Year 10 English; C in Year 10 Maths
	Furnishing Skills	Applied	Nil
	Information and Communication Technology		Nil
	Industrial Technology Skills		Nil
	Certificate II in Construction CPC20220 Adapt Education RTO #32452	Certificate	Nil
Digital Technologies	Digital Solutions	General	C in Year 10 English; C in Year 10 Maths
	Certificate II Engineering Pathways and Certification III in Aviation (Remote Pilot) MEM20413 & AVI30419 Skills Generation, RTO#41008	Certificate	C in Year 10 English; C in Year 10 Maths
Practical Arts	Hospitality Practices	Applied	Nil
	Certificate III in Early Childhood Education and Care CHC30121 Cairns Training Academy RTO#30857	Certificate	C in Year 10 English
Performing and Visual Arts	Visual Art	General	C in Year 10 English
	Visual Arts in Practice	Applied	Nil
	Media Arts in Practice		
	Dram in Practice		

Pathway options 2024/2025

In Year 11, 2024 you will have a choice of **LEARNING** or **EARNING** options.

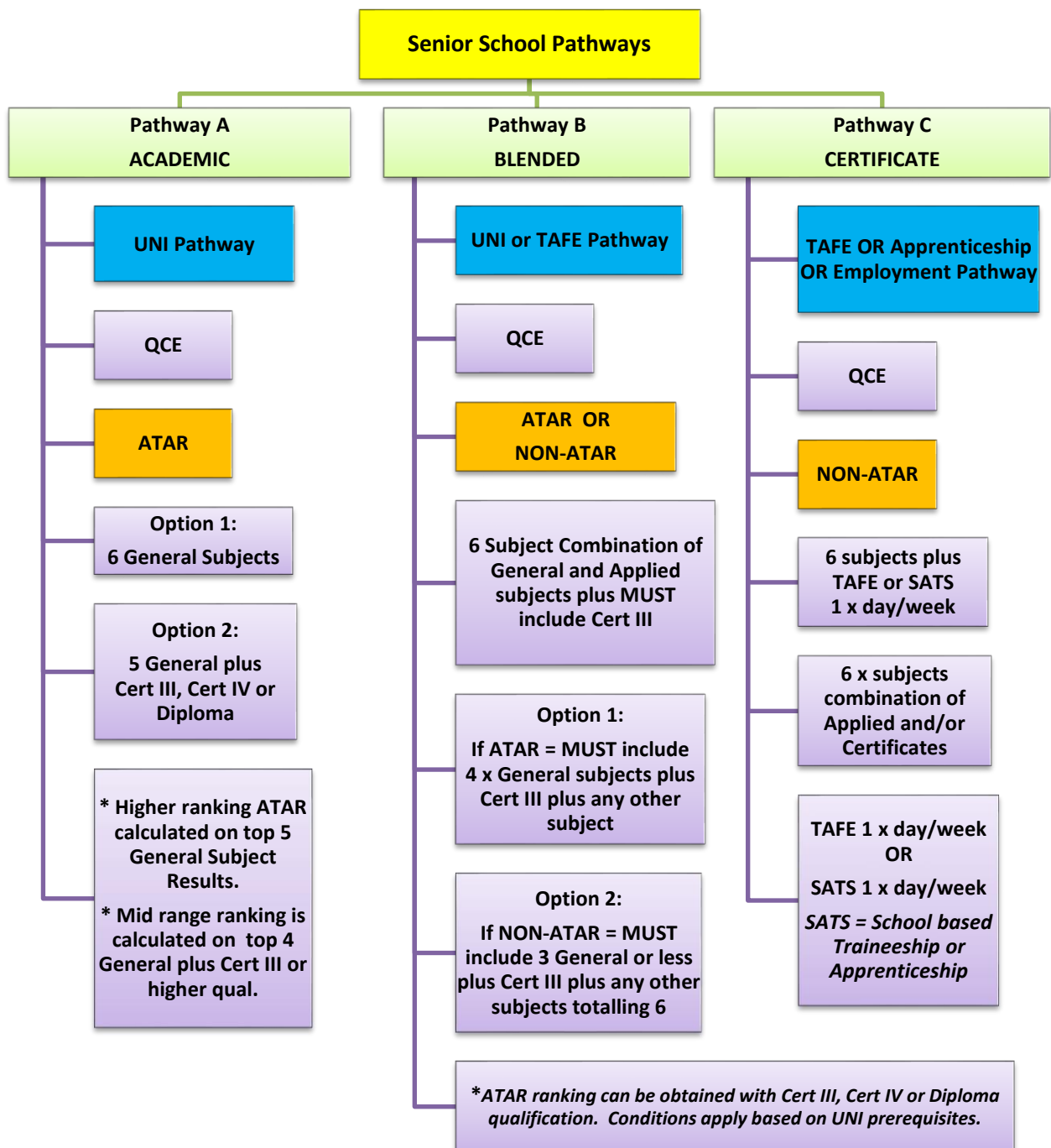
- **STAY AT SCHOOL → LEARNING** at Alexandra Hills SHS and achieving a QCE in December, 2025.
Years 11 & 12 are post-compulsory education therefore students must **attend to the school % target and engage in all learning and assessment or may be at risk of enrolment cancellation.**

OR

- **WORK → EARNING.** If you turn 16 and wish to leave school you must legally be engaged in a minimum of 25 hours of employment per week.

OR

- Enrol **FULL-TIME** in a **CERTIFICATE III** at TAFE or **ENGAGE** in a **FULL-TIME** Apprenticeship/Traineeship



GENERAL SUBJECTS OFFERED

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

External assessment

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

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

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

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> 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 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Extended response — persuasive spoken response	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — analytical written response	25%

General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none">• Consumer arithmetic• Shape and measurement• Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none">• Applications of trigonometry• Algebra and matrices• Univariate data analysis	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none">• Bivariate data analysis• Time series analysis• Growth and decay in sequences• Earth geometry and time zones	Investing and networking <ul style="list-style-type: none">• Loans, investments and annuities• Graphs and networks• Networks and decision mathematics

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20 %	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15 %		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none">• Arithmetic and geometric sequences and series 1• Functions and graphs• Counting and probability• Exponential functions 1• Arithmetic and geometric sequences	Calculus and further functions <ul style="list-style-type: none">• Exponential functions 2• The logarithmic function 1• Trigonometric functions 1• Introduction to differential calculus• Further differentiation and applications 1• Discrete random variables 1	Further calculus <ul style="list-style-type: none">• The logarithmic function 2• Further differentiation and applications 2• Integrals	Further functions and statistics <ul style="list-style-type: none">• Further differentiation and applications 3• Trigonometric functions 2• Discrete random variables 2• Continuous random variables and the normal distribution• Interval estimates for proportions

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Specialist Mathematics

General senior subject

General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none">• Combinatorics• Vectors in the plane• Introduction to proof	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none">• Complex numbers 1• Trigonometry and functions• Matrices	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none">• Proof by mathematical induction• Vectors and matrices• Complex numbers 2	Further statistical and calculus inference <ul style="list-style-type: none">• Integration and applications of integration• Rates of change and differential equations• Statistical inference

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

Assessment

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Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

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

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

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

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

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions —reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design

Assessment

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Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Physics

General senior subject

General

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none">• Heating processes• Ionising radiation and nuclear reactions• Electrical circuits	Linear motion and waves <ul style="list-style-type: none">• Linear motion and force• Waves	Gravity and electromagnetism <ul style="list-style-type: none">• Gravity and motion• Electromagnetism	Revolutions in modern physics <ul style="list-style-type: none">• Special relativity• Quantum theory• The Standard Model

Assessment

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Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Psychology

General senior subject

General

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none">• Psychological science A• The role of the brain• Cognitive development• Human consciousness and sleep	Individual behaviour <ul style="list-style-type: none">• Psychological science B• Intelligence• Diagnosis• Psychological disorders and treatments• Emotion and motivation	Individual thinking <ul style="list-style-type: none">• Localisation of function in the brain• Visual perception• Memory• Learning	The influence of others <ul style="list-style-type: none">• Social psychology• Interpersonal processes• Attitudes• Cross-cultural psychology

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	Reconstructing the ancient world <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — independent source investigation	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short responses to historical sources	25%

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — data report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — field report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Modern History

General senior subject

General

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

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

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 		<ul style="list-style-type: none"> • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

Physical Education

General senior subject

General

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none">• Motor learning integrated with a selected physical activity• Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity <ul style="list-style-type: none">• Sport psychology integrated with a selected physical activity• Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none">• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity• Ethics and integrity	Energy, fitness and training and physical activity <ul style="list-style-type: none">• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Project — folio	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — folio	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — report	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Health

General senior subject

General

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none">• Alcohol (elective)• Body image (elective)	Community as a resource for healthy living <ul style="list-style-type: none">• Homelessness (elective)• Road safety (elective)• Anxiety (elective)	Respectful relationships in the post-schooling transition

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — action research	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination	25%

Italian

General senior subject

General

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	Esplorando il mondo Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Italian culture to the world	La nostra società Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	Il mio futuro My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Japanese

General senior subject

General

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	私達のまわり Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Japanese culture to the world	私達の社会 Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	私の将来 My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Design

General senior subject

General

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none">Experiencing designDesign processDesign styles	Commercial design <ul style="list-style-type: none">Explore — client needs and wantsDevelop — collaborative design	Human-centred design <ul style="list-style-type: none">Designing with empathy	Sustainable design <ul style="list-style-type: none">Explore — sustainable design opportunitiesDevelop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Examination — design challenge	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Project	35%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — design challenge	25%

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students 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 use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students 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.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — folio	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project — digital solution	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination	25%

Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: lenses to explore the material world• Contexts: personal and contemporary• Focus: People, place, objects• Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: art as a coded visual language• Contexts: formal and cultural• Focus: Codes, symbols, signs and art conventions• Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: constructing knowledge as artist and audience• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed• Media: student-directed	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: evolving alternate representations and meaning• Contexts: contemporary and personal, cultural and/or formal• Focus: continued exploration of Unit 3 student-directed focus• Media: student-directed

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

APPLIED and APPLIED (ESSENTIAL) SUBJECTS

Course overview

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

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

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

Summative internal assessment — instrument-specific standards

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

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

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none">• Responding to a variety of texts used in and developed for a work context• Creating multimodal and written texts	Texts and human experiences <ul style="list-style-type: none">• Responding to reflective and nonfiction texts that explore human experiences• Creating spoken and written texts	Language that influences <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identities, places, events and concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Extended response — spoken/signed response	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): <ul style="list-style-type: none">• Extended response — Written response

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

Agricultural Practices

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none">• Product: 1• Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	Action plan One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 words

Social & Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p>Item of communication</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Tourism

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	Product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words

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

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

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

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Performance Performance: up to 4 minutes</p> <p>Investigation, plan and evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Investigation and session plan One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words <p>Performance Performance: up to 4 minutes</p> <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

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

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

Industrial Technology Skills

Applied senior subject

Applied

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

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. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

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

Pathways

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

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	

Hospitality Practices

Applied senior subject

Applied

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

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

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

Pathways

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

Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	Practical demonstration Practical demonstration: menu item Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	Practical demonstration Practical demonstration: delivery of event Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	Investigation and evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Written: up to 1000 words

Information & Communication Technology

Applied senior subject

Applied

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

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

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

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Structure

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

Unit option	Unit title
Unit option A	Robotics
Unit option B	App Development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

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

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

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

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

Pathways

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p>Prototype artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>OR</p> <p>Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p>Planning and evaluations One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p>Resolved artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Media Arts in Practice

Applied senior subject

Applied

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

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

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	Design product Design product must represent: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s Planning and evaluation of design product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	Media artwork One of the following: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s

Drama in Practice

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	Performance Performance (live or recorded): up to 4 minutes

CERTIFICATE COURSES

REGISTERED TRAINING ORGANISATION

Adapt Education (RTO Code: 32452)

DELIVERY OVERVIEW

CPC20220 Certificate II in Construction Pathways is delivered as a senior subject by qualified school staff and Adapt Education Trainers via a third-party arrangement with external Registered Training Organisation (RTO), Adapt Education. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 4 QCE credits.

ENTRY REQUIREMENTS

Students must have VETIS funding available or pay fee for service \$1,200 for this course.

Workplace Health & Safety and PPE clothing requirements are essential.

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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.

COURSE OUTLINE

This qualification provides a pathway to the primary trades in the construction industry. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. Students will be required to use tools and equipment to construct a project throughout the course. The certificate course is trained and assessed by My Industry Training and the qualification issued by Adapt Education.

ASSESSMENT

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

Adapt Education trainers and assessors attend the school on a structured basis throughout the school year. Evidence contributing towards competency will be collected throughout the course.

COURSE COMPETENCIES

To achieve this qualification, a student must demonstrate competency in 10 units of competency as follows:

CPCCOM1012

Work effectively and sustainably in the construction industry

CPCCOM1013

Plan and organise work

CPCCOM1015

Carry out measurements and calculations

CPCCVE1011

Undertake a basic construction project

CPCCWHS2001

Apply WHS requirements, policies and procedures in the construction industry

CPCCCA2002

Use carpentry tools and equipment

CPCCCA2011

Handle carpentry materials

CPCCCM1011

Undertake basic estimation and costing

CPCCCM2004

Handle construction materials

CPCCCM2006

Apply basic leveling procedures

PATHWAYS

The Certificate I in Construction will predominantly be used by students seeking to enter into a trade pathway including carpenter, joinery, plaster, bricklayer, painter or tiler.

Students may have a better opportunity to be taken on under an apprenticeship with this pathways qualification.

COST

- VETIS or \$550

** subject to change*

This is a VETIS funded course. Students are only permitted to study one of these types of courses across year 11 and 12. The cost of studying this course alone is nil, however should a student wish to study more than one VETIS funded course, the fee for service cost will apply.

REGISTERED TRAINING ORGANISATION

Skills Generation (RTO Code: 41008)

DELIVERY OVERVIEW

The MEM20413 Cert II Engineering Pathways plus AVI30419 Certificate III Aviation (Remote Pilot) course is delivered as a senior subject by qualified Skills Generation and Alexandra Hills SHS staff via a third-party arrangement with external Registered Training Organisation (RTO) Skills Generation. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

Students must have VETIS funding available, or they will need to fund the cost of the course themselves.

On enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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.

COURSE OUTLINE

This qualification is relevant to the role of a Remote Pilot looking to work in a variety of industries.

It is suitable for students new to engineering, aviation and remote piloting, or learners who may have previous aviation qualifications such as recreational, private and/or commercial pilot license and wish to use their current skills to extend into a new branch of remote piloting aviation.

The course is a 2 year program and includes the opportunity to complete your RePL and Aeronautical Radio Operators Certificate after you have successfully completed the Certificate II Engineering Pathways plus Certificate III Aviation (Remote Pilot) course.

ASSESSMENT

Program delivery will combine both class-based, self-study and workshop tasks, practical components and theory tests.

COURSE COMPETENCIES

A minimum of 14 units of competency comprising:

- AVIY0031 Apply the principles of air law to remote aircraft systems operations.
- AVIZ0005 Apply situational awareness in remote pilot aircraft systems operations

- AVIF0021 Manage human factors in remote pilot aircraft systems operations
- AVIG0003 Work effectively in the aviation industry.
- AVIW0028 Operate and manage remote pilot aircraft systems
- AVIY0027 Operate multi-rotor remote pilot aircraft systems
- AVIZ0004 Maintain security awareness and vigilance in an aviation workplace.
- AVIY0052 Control remote pilot aircraft systems on the ground
- AVIY0023 Launch, control, and recover a remotely piloted aircraft
- AVIW0008 Conduct aerial search using remote pilot aircraft systems
- AVIW0004 Perform operational inspections on remotely piloted systems
- AVIY0053 Manage remote pilot aircraft systems energy source requirements
- AVIH0006 Navigate remote pilot aircraft systems.
- AVIH0008 Operate remote pilot aircraft systems extended visual line of sight (EVLIS)

PATHWAYS

This qualification is not just for those wanting a career in the engineering and aviation industry. RPAS are now being used in a wide variety of industries including: Agriculture, Mining, Surveying, Environmental, Building and construction, Photography, Media, Government departments, Emergency Services, just to name a few.

Students completing the Certificate III in Aviation will have the opportunity to continue their study and achieve a Remote Pilots Licence which is the licence issued by the Civil Aviation Safety Authority to fly as a commercial drone pilot. (Civil Aviation Safety Regulation (CASR) Part 101 — Unmanned aircraft and rockets and Part 101 Manual of Standards.)

COST

● VETIS Funded

This is a VETIS funded course. Students are only permitted to study one of these types of courses across year 11 and 12. The cost of studying this course alone is nil, however should a student wish to study more than one VETIS funded course, the fee for service cost will apply.



REGISTERED TRAINING ORGANISATION

Cairns Training Academy (CTA) (RTO Code: 30857)

DELIVERY OVERVIEW

Teachers (School-based trainer/assessors) will deliver the training and assess competence following the RTO (Cairns Training Academy) procedures. Students will access learning resources and assessments on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a regulated Early Childhood setting during 160 hours of mandatory placement. Teachers (School-based trainer/assessors) will determine competence against each unit by following CTA guidelines which includes through gathering evidence from the workplace supervisor that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

The Certificate III Early Childhood Education & Care is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Cairns Training Academy.

Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

All persons (Employees and Volunteers) will require a Blue Card <https://www.bluecard.qld.gov.au/>. At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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.

COURSE OUTLINE

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. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

ASSESSMENT

Program delivery will combine both class-based tasks and practical components for a childcare environment studies at the school and off campus at Childcare Centres. Students are required to complete workbooks and observations tasks as well other theory and practical assessment. A range of teaching/learning strategies will be used to deliver the competencies.

COURSE SCHEDULE – 15 Core Units plus 2 Electives

CHCECE030	Support inclusion and diversity
CHCECE031	Support Children's health, safety and well being
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander people culture
CHCECE055	Meet legal and ethical obligations in children's education and Care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide first aid in an education and care setting
HLTWHS001	Participate in work health and safety
HLTFSE001	Follow basic food safety practices
CHCPRP003	Reflect on and improve own professional practice

PATHWAYS

On successful completion of all units within this qualification, participants:

- May receive a Certificate III in Early Childhood Education and Care (dependent on the success of completion)
- May be awarded up to 8 QCE points.
- Can seek employment as a qualified Educator.
- Could benefit from enhanced tertiary options as the CHC30121 Certificate III may contribute to your ATAR
- Diploma eligible as CHC30121 is a pre-requisite for CHC50121 Diploma of early childhood education and care

COST

The cost of the course is \$860.00 which equates to:

- 17 Modules and enrolment (\$750.00)
- Structured Workplace Training Fee (\$45.00 per year)

In addition, students are required to complete their first aid certificate:

- First aid Certificate - to be completed in Term 3 of Year 12 (cost to be confirmed and charged in 2022 - approx. \$140)

Details of fees are supplied in the course pre-enrolment induction and in the information brochure for each course and are discussed prior to enrolment. Please consult with the course adviser at your school for further information. Students must pay their fees as requested by their school usually on a term-by-term basis to ensure enrolment remains open and current. This includes:

- *Students pay as they go across a maximum of seven terms.*
 - *Students MUST enrol in the course they are accessing and remain financial throughout their enrolment.*
 - *All fees must be paid before students gain their qualification and /or other results.*
 - *All fees must be paid before student data is submitted into the AVETMISS database.*
- Funded Training - CTA abides by State and Commonwealth Government contractual requirements relating to any student fee contribution and or full or partial exemption of fees for funded courses and any other conditions relating to funding including any fees paid in advance if this should occur in relevance to VETIS.*
- Refund Policy - CTA strives at all times to be fair and equitable to students. Our policy does not provide for refunds once a school notifies CTA of your enrolment intentions. This is due to the course already being heavily discounted through the partnership arrangement with your school. However, you can cancel your enrolment at any time however your term fees that have already been paid will not be refunded. Be assured though you do not have to pay any further fees to CTA upon CTA being in receipt of your student cancellation form.*

Circumstances where a refund is automatic.

- *CTA enrolls students and accepts their fees, then cancels the course.*

Additional Fee Charges:

- *School students who are still enrolled after graduating from school will revert to normal course fee status.*
- *Reissuing of results and qualifications will incur a \$55.00 fee.*

INDUSTRY PLACEMENT

Students enrolling in this program will be required to demonstrate their skills during a minimum, mandatory 160 hours of placement in a regulated early childhood education and care service in Australia.



REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

DELIVERY OVERVIEW

SIS30315 Certificate III in Fitness is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

Each student must obtain a (free) 'Working with Children' [Student Blue Card](#) (a requirement of official enrolment). You will need a [customer reference number](#) (CRN) and photo from the Department of Transport and Main Roads (TMR) before you apply for your blue card (there is no fee for the CRN or the photo). Find your closest [TMR service centre](#).

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

COURSE OUTLINE

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients. This program also includes the following:

- [First Aid](#) qualification and [CPR](#) certificate
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks

- Group work
- Practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course.

COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation Industry
- Developing Coaching Practices
- Delivery of Community Fitness Programs
- First Aid & CPR Certificate
- Anatomy and Physiology – Body Systems, Terminology
- Client Screening and Health Assessments
- Plan and Deliver Exercise Programs

COURSE SCHEDULE – YEAR 2

- Anatomy & Physiology – Digestive System & Energy Systems
- Nutrition – Providing Healthy Eating Information
- Specific Populations – Training Older Clients, Client Conditions
- Training Other Specific Population Clients
- Community Fitness Programs
- Hands-on activities involving participants/clients

Finalisation of qualification: SIS30315 Certificate III in Fitness

PATHWAYS

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

Students eligible for an Australian Tertiary Admission rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit [QCAA](#).

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

COST

- **\$395 - Binnacle & AHSHS Course Fees**
- **\$55 – First Aid Certificate Costs**
 - **TOTAL COST = \$450**

PROGRAM DISCLOSURE STATEMENT

This subject outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the "Partner School" (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: [Binnacle Training](#) and select 'RTO Files'.



REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

DELIVERY OVERVIEW

BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

COURSE OUTLINE

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

Evidence contributing towards competency will be collected throughout the course.

COURSE SCHEDULE – YEAR 1

- Introduction to the Business Services Industry
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Financial Literacy – Be MoneySmart
- Workplace Health and Safety and Sustainable Work Practices
- Inclusive Work Practices and Workplace Communication

COURSE SCHEDULE – YEAR 2

- Working in a Team
- Critical Thinking Skills
- Creating Electronic Presentations
- Producing Business Documents
- Delivering Customer Service

Finalisation of qualification: BSB30120 Certificate III in Business

PATHWAYS

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries. For example:

- Administration Officer
- Customer Service Assistant
- Duty Manager

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor of Business, or similar, at a University.

COST

- **\$300.00** = Binnacle & AHSBS Training Fee

PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

**Binnacle**
Training

RTO Code 31319

REGISTERED TRAINING ORGANISATION

Unity College (RTO Code: 32123)

DELIVERY OVERVIEW

1097NAT Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

Aims: The Certificate IV in Justice Studies course is designed to

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

ENTRY REQUIREMENTS

It is recommended that students have a B in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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.

COURSE OUTLINE

Unity College Certificate IV in Justice Studies is offered to students wanting to develop the skills and knowledge to create further educational and employment opportunities. Some of the units explored include. Provide information and referral advice on justice related issues, analyse social justice issues, apply understand of the Australian Legal System, prepare a brief of evidence and many other units.

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.

COURSE SCHEDULE

- **NAT10971001** Provide information and referral advice on justice-related issues
- **NAT10971002** Prepare documentation for court proceedings
- **NAT10971003** Analyse social justice issues
- **BSBXCM401** Apply communication strategies in the workplace
- **PSPREG033** Apply Regulatory Powers
- **BSBLEG421** Apply understanding of the Australian Legal System
- **BSBPEF402** Develop personal work priorities
- **BSBLEG523** Apply legal principles in tort law matters
- **PSPREG010** Prepare a brief of evidence
- **BSBLDR414** Lead team effectiveness or
- **PSPREG012** Gather Information through interviews

Learning Experiences

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. 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 workshops with industry professionals

Technology required: access to the internet

PATHWAYS

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

- **COST** - \$750 = Upfront course fee



REGISTERED TRAINING ORGANISATION

Prestige Service Training (RTO Code: 31981)

DELIVERY OVERVIEW

BSB50120 Diploma of Business is delivered as a Year 12 subject, offered in Term 4 in Year 11 to eligible students. The program is delivered by AHSHS Teachers who are qualified to train and assess the program in partnership with Prestige Service Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results.

Upon successful completion students will achieve a maximum 8 QCE credits (complementary).

ENTRY REQUIREMENTS

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & 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.

COURSE OUTLINE

Prestige Service Training's Diploma of Business is offered to students wanting to develop the skills and knowledge to create further educational and employment opportunities. Some of the units explored include Managing their own professional development, providing systems and processes for a safe work environment, chairing meetings, as well as setting up their own workforce. The course is offered 1 year in duration to eligible students in Term 4, Year 11 to Term 3, Year 12.

ASSESSMENT

This is competency-based assessment. We understand that each student learns differently and we will tailor the program to suit the needs of each individual. Focussing on their strengths and using that to build their assessments so that what they produce is understood and they can harness those skills and abilities when they enter the business world.

We will vary the activities so they have an opportunity to work in groups as well as spend some time on creating personal assessments. The Diploma takes a holistic approach from an assessment perspective allowing us to create an experience that gives students an overall picture of the most integral business functions.

COURSE SCHEDULE – Year 11, T4 to Year 12, T3

- Time Management and Running Effective Meetings
- Onboarding and Workplace Planning
- Workplace Health and Safety
- Continuous Improvement and Customer Service

Learning Experiences

- Financial Planning
- Leadership
- Innovation and teamwork
- Presentations and Projects
- Assessing risks
- Recruitment, Onboarding and PD
- Examining business opportunities
- Marketing
- Sustainability and continuous Improvement

PATHWAYS

Graduates will be able to use their Diploma of Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Bachelor of Business); and
- to improve their chances of gaining tertiary entrance,
 - Approximate ATAR ranking 82.

The Diploma of Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

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

COST - \$850 = Course Fee

* The course is offered 1 year in duration to eligible students in Term 4, Year 11 to Term 3, Year 12.



OVERVIEW

Interested in studying TAFE whilst at School:

- If you are in year 11 or 12 and taking a vocational pathway, you may be able to complete a TAFE Queensland qualification while you are still at school.
- You can choose from a variety of certificate courses from a range of study areas; ranging from hospitality to horticulture, animal studies, health to engineering, construction, electrical and everything in between.

Benefits of TAFE at School:

- Fits around your high school studies and count towards your Queensland Certificate of Education (QCE).
- You will build practical skills and graduate job ready, giving you a head start in the job market.
- Completing a TAFE at School qualification gives you direct entry into any related TAFE Queensland course.
- It is also a pathway to a trade qualification and/or an apprenticeship.

During Term 3, Semester 2, 2023, the 'TAFE 2024 Course Guide' will be available.

Below is a link to the 2023 guide to give you an idea of the variety of courses that are available to you.

[Course guide](#)

To enrol in a TAFE course:

- The TAFE enrolment link will be emailed to all students and parents by the Senior Schooling Department. This link provides details on how to apply for TAFE and usually comes out around early Term 3.
- Please keep an eye out and check your school email accounts for further instructions from the Senior Schooling Department on these opportunities.
- Please ensure you follow all deadlines, as this is an independent outside provider who cannot be influenced in their enrolment processes.
Please note:
- If you intend to complete a TAFE at Schools program you are encouraged to select the TAFE box on your one school, subject selection page and also select 6 subjects.
- TAFE at Schools is a very popular program; therefore, you may not always be guaranteed a place on a course straight away. You must apply, then wait for approval by HOD Senior Schooling, be offered a place by TAFE @ Schools then enrol.
- TAFE at School programs run one day a week during term times commencing from week 3 or 4 in Term 1 and completing at the end of the school year. There is also a [mid-year intake](#) in which a notification will also be sent out by email.
- ***Only students who are adhering to the school's policies, attendance procedures and have their school fees paid up to date will be approved to undertake TAFE at Schools programs.***

If you have any enquires regarding TAFE at Schools program, please see the Senior Schooling HOD, Mrs Smith or the Industry Liaison Officer, Mrs Harvey/Mrs Palin in the Senior Schooling Centre.



OVERVIEW

Students interested in studying a school-based apprenticeship or traineeship (SATs) whilst at school:

- A SAT is an opportunity for a full-time student both academically and vocationally bound in years 10, 11 and 12 to begin training for a vocational qualification whilst still at school.
- It allows students to engage in paid work for an employer and undertake training towards a nationally recognised qualification, while completing school studies.
- The areas available are numerous and include traditional trade areas as well as growing areas such as IT, health, business, hospitality and many more.
- Qualifications are usually Certificate II and III courses.
- SATs are fully funded by the government under the user choice program.
- SATs are paid positions that will provide experience and improve confidence in the workplace, all whilst working towards a chosen career.
- SATs provide 2, 4, or 6 and up to 8 QCE points depending on course studied.

Combination of work and school....

<https://desbt.qld.gov.au/training/apprentices/sats>

- As part of the requirements of school-based apprenticeships or traineeships, students must work a minimum of 50 days, 7.5 hours per week average over a 12-month period.
- Each course has minimum nominal work hours to complete, from 50, 75, 100 or 150 days depending on the course studied.
- Impact on a student's timetable can range and are tailored to suited to the individual student and employer requirements. This can be structured as below:
 - *One or more days a week working and attending school on the remaining days.*
 - *For blocks of time depending on employer requirements and student's timetable.*
 - *On weekends, during school holidays or after school.*
 - *On Wednesday / Thursday afternoon, sport.*
- Theory training is conducted by a training organisation (SRTO) and can occur during school hours.
- The SRTO will allocate a teacher or a contact person who will assist the student with assignments and monitor progress either individually / in a group, at school / in the workplace or at the SRTO office.
- Whilst the government attempts to provide free training for school-based apprentices and trainees, there may be some additional costs like uniforms, equipment, and transport and study materials to consider.

How to apply or start a School-based Traineeship or Apprenticeship:

School based apprenticeship and traineeship vacancies are emailed to all parents and students on their school email accounts in the form of a fortnightly '**Stepping Stones**' newsletter sent via the Industry Liaison Officer from the Work Education Office, with clear instructions on how to apply for each position.

- Interested students should check their school emails regularly and apply for any position of interest, with an up-to-date resume.
- Another way to obtain an apprenticeship or traineeship position is to contact people in the industry yourself and offer them a resume. Make phone calls, ask your current employer, ask friends and relatives and try to use these connections. Sometimes family businesses are the ideal place to start looking.
- Work Experience is another way to indicate to a potential employer that you are keen and reliable. This work experience (unpaid work) allows both the student and employer to have a 'trial' before signing up. The school can help you find work experience – visit the Work Education Office.
- If you find an employer, the rest is easy. Complete the School-Based Apprenticeship and Traineeship form available from the Work Education Office and the school will arrange a time for the official sign-up, which will require attendance by the student, a parent/guardian, the employer and a representative from one of the four Australian Apprenticeship Centres.

Please note....

Only students who are adhering to the school's policies, attendance procedures and have their school fees paid up to date will be approved to undertake school-based traineeships and apprenticeships.

- The Industry Liaison Officer is located in the Business Department next to Senior Schooling if you require any more information on SATs and work experience.

ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

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Queensland Government