



St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Senior



GRADUATING
CLASS OF
2027

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Our Mission

**The St John Fisher College Community
is inspired by God's Spirit and
the Catholic faith tradition
to live, to love and to learn
with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive
as we respond with equal dynamism
to society's challenges today and tomorrow.**

Message from the Principal

Welcome to your senior years of schooling. All young people in Queensland are required by law to participate in education or training - until they have gained a Queensland Certificate of Education (QCE) or VET qualifications or turned 17. However, there are many different educational pathways available to students after Year Ten to help them move into life after school.

Your senior secondary school education makes up a very important part of your life-long journey. It does place new responsibilities on you. You need to be prepared to work hard, to juggle your commitments carefully so that you maintain a balance in your life and to focus carefully on the goals you set yourself in planning your future education and training (SET Plan). Your choice to continue at school does mean that your schoolwork needs to be your main priority.

Continuing students will be aware already of the expectations our community has of its students. You know that the values we hold dear emphasise the importance of personal responsibility and self-discipline, working to the best of your ability, respecting, and caring for yourself and others and contributing to making St John Fisher College a great community. We strongly encourage our students to be problem solvers and to work through the challenges themselves.

As a senior student at this College, you will be expected to uphold the values we espouse and model them positively for our younger students. You also have a responsibility to give your best effort to your studies in order to give yourself the best opportunity for success. In these next two years you will be expected to become a more independent learner who relies less on your teacher to keep you focused and more on your own personal goals and plans to keep you motivated.

With so many pathways available in your senior years of education, you need to plan your own pathway through senior education and beyond, according to your own gifts and talents. This will vary for all of you and therefore comparing yourself with others will not be of value. What is important is that you put your best efforts into all that you do during your time here at the College.

The staff of St John Fisher College will do all we can to help you achieve your goals. We are committed to working with you to develop intellectual, social, physical, and spiritual resources. We will provide you with a range of options and guide you towards a learning program to meet your specific needs. You would be wise to listen to them and take advantage of their expertise.

This handbook is designed to provide you with information about senior studies, but you should also seek information from additional sources, speak to your teachers and listen to information provided to you at various times throughout Year 10. You should take into consideration your academic strengths and weaknesses and other interests. Gather information from as many sources as possible before making your final choices.

We look forward to your active participation in the life of St John Fisher College and our staff will be beside you as you travel these senior years of education. I wish you well for your senior years, and the life journey that opens up for you as a result of your time with us at St John Fisher College.
Regards

Ms Britt Gurnett
Principal

Year 11 2026 – Year 12 2027

This handbook is a guide to assist in students' selection of subjects in Years Eleven and Twelve at St John Fisher College. All students will be working to gain either a QCE (Queensland Certificate of Education) or a QCIA (Queensland Certificate of Individual Achievement).

St John Fisher College students will be required to study six subjects for their studies in Year 11 & 12. Once you have made your initial selections, the 2026 timetable will be prepared. On occasion the College may need to cancel a subject being offered if the numbers of students selecting are insufficient and this impacts on staffing and resources. There are limits to class sizes and this will vary from subject to subject. This may result in a request for a subject change not being met if the class is full or not accessible at that time in the timetable.

Guidelines for Subject Selection

When selecting subjects, it is important for you to consider the subjects that:

- you enjoy
- you have achieved good results in previously (work with your strengths)
- reflect your interests and abilities
- help you reach your career goals
- meet any subject prerequisites you need for further study after Year 12
- will develop skills, knowledge and attitudes useful throughout your life
- will keep many post-Year 12 options open.

Be aware of the following:

- Do not select a subject because someone told you that it, 'will help you get a better ATAR'.
- Do not choose a subject because a friend/mother/father/brother/sister liked or disliked it.
- Do not select a subject because you think a certain teacher may, or may not, be teaching that subject next year.

It is important to consider other peoples' opinions of the subjects, but do not make your decision on these opinions only. You need to gather information about subjects yourself. If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people who are available to help you: Deputy Principal, ML Careers and Pathways or Guidance Counsellors.

How can parents help

- Encouraging students in their learning and in sound study techniques
- Providing a supportive learning environment in the home and showing a daily interest in what their child is doing
- Encouraging participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Enquiring about the school's course of study
- Discussing the topics studied
- Encouraging their children to read widely
- Providing access to news and current affairs which will assist students to consider a world view and a variety of opinions on current situations
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions.

SET Planning

All students are required to develop a plan for their senior studies. This is called a Senior Education and Training (SET) Plan. This plan will be based on:

- your career aspirations and further study and training goals
- your interests
- consultation with teachers, the Careers and Guidance Counsellor, and parents.

The SET Plan may be revisited during Years 10, 11 and 12 and adjustments made when necessary.

All students are required to select:

- **Study of Religion** or **Religion & Ethics**
- **English** or **Essential English** or **Literature**
- **Mathematical Methods** or **General Mathematics** or **Essential Mathematics**, if they did not complete the Short Course in Numeracy during year 10 in semester 2, 2025.
- **Plus three other subjects** – made up of General, Applied and/or approved vocational courses which attain credit towards QCE.

Senior Learning Pathways

OPTION	FOR	REQUIREMENTS	OUTCOME
ATAR	Students who wish to gain tertiary entry as their preferred post-school option	<ul style="list-style-type: none"> • 6 General subjects OR <ul style="list-style-type: none"> • 5 General subjects & 1 Applied subject 	QCE ATAR
ATAR + VET	Students who wish to gain tertiary entry as preferred post-school option AND want to gain a recognised certificate in a VET subject of their choice	<ul style="list-style-type: none"> • 5 General subjects & 1 VET subject OR <ul style="list-style-type: none"> • 4 General subjects & 1 VET subject & 1 Applied subject OR <ul style="list-style-type: none"> • 4 General subjects & 2 VET subjects 	QCE ATAR Certificate/s or Statement of Attainment (Nationally recognised)
VET	Students who wish to gain tertiary options but wish to be engaged in VET in their Senior Phase of Learning	<ul style="list-style-type: none"> • 3 or more - Applied subjects and one VET subject OR <ul style="list-style-type: none"> • 3 subjects or less - General subjects 	QCE Certificate/s or Statement of Attainment (Nationally recognised)

Senior Education Profile

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

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

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

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

Applied and Applied (Essential) Syllabuses

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

General Syllabuses

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

General (Extension) Syllabuses

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

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

General (Senior External Examination) Syllabuses

Senior External Examinations are suited to:

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

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
- 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 digital literacy.

General Syllabuses

In addition to literacy and numeracy, General 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 digital literacy.

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.

QCE eligibility

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

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

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 C level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

Applied and Applied (Essential) Syllabuses

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

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

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

Course Structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics – Common Internal Assessment

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General Syllabuses

Course Overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Unit 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 & 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.

Unit 3 and 4 Assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External Assessment

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

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

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

General (Extension) Syllabuses

Course Overview

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

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

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

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

Assessment

Unit 3 and 4 Assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

General (Senior External Examination) Syllabuses – Other Languages

Course Overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

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

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

Students

School

These are students who are:

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

Eligibility - School Students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility

to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Assessment

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

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at:

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search>

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

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

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

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

QCAA senior syllabuses at SJFC

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

English

General

- English
- Literature

Applied

- Essential English

Humanities

General

- Business
- Legal Studies
- Modern History

Applied

- Social & Community Studies

Technologies

General

- Design
- Digital Solutions
- Food & Nutrition

Health and Physical Education

General

- Physical Education

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Religion

General

- Study of Religion

Applied

- Religion & Ethics

Languages

General

- French

General (Extension)

- French Extension

The Arts

General

- Drama
- Music
- Visual Art

Applied

- Drama in Practice
- Visual Arts in Practice

Vocational education

- SIT30622 Certificate III in Hospitality
- SIS30321 Certificate III in Fitness
- CHC30221 Certificate III in Education School Based Support
- Certificate IV in Justice Studies
- BSB50120 Diploma of Business

Prerequisites for subjects

Yr. 11/12 Subject	Yr. 10 Subject	Minimum Yr. 10 Result
General Mathematics	Mathematics	C
Mathematical Methods	Mathematical Methods	C
Specialist Mathematics	Mathematical Methods	B
Essential Mathematics	N/A	-
English	English	C
Literature	English	B
Essential English	N/A	-
Business	English OR Economics and Business	C C
Legal Studies	Civics and Citizenship OR History AND English	B C
Modern History	Civics and Citizenship OR History AND English	B C
Study of Religion	Religious Education AND English	C C
Social & Community Studies	N/A	-
Religion and Ethics	N/A	-
Design	English	C
Digital Solutions	N/A	-
Food & Nutrition	English	C
Physical Education	Health & Physical Education	B
Biology	Science AND Mathematical Methods AND General Mathematics	B C C
Chemistry	Science AND General Mathematics AND Mathematical Methods	B C C
Physics	Science AND General Mathematics AND Mathematical Methods	B B B
Psychology	Science AND General Mathematics AND Mathematical Methods AND English	B C C C
French	French AND English	B C
French Extension (Yr.12 Only)	French	B
Drama	English AND Drama	C C
Music	English AND Music	C B
Visual Art	English AND Year 9 OR 10 Visual Arts	C C
Drama in Practice	Drama	C
Visual Arts in Practice	Visual Arts	C

- ❖ Students wanting to study Specialist Mathematics **must** also study Mathematical Methods.
- ❖ Students wanting to study Physics are **required** to study Mathematical Methods.
- ❖ Students wanting to study Chemistry are **encouraged** to study Mathematical Methods.

General Mathematics

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and

transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices Univariate data analysis 	Bivariate data and time series analysis, sequences 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Mathematical Methods

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Objectives

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

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

Structure

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

Specialist Mathematics

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

Students who undertake Specialist Mathematics will 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.

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

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

Essential Mathematics

Applied senior subject

Applied

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <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

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

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

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness

and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

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

Literature

General senior subject

General

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

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

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

Pathways

A course of study in Literature promotes empathy for others and appreciation of different perspectives through studying a

range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> Ways literary texts are received and responded to How textual choices affect readers Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> Ways literary texts connect with each other — genre, concepts and contexts Ways literary texts connect with each other — style and structure Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> Relationship between language, culture and identity in literary texts Power of language to represent ideas, events and people Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

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

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

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

- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

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 identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <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) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

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

by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

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

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations

- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology

(ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

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

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and

conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <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 • 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, 1707–1837 • 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 1941 • 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 • Alternative topic for Unit 1 	<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 • 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"> • 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 • 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"> • Independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

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.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option 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.	Item of communication 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 4 minutes, 4 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: <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.	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

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

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

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural

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

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

Pathways

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

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles • Designing for others 	Commercial design influences <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design • Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign • Responding to opportunities

Assessment

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

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

Summative assessments

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

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

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

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions

with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <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): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Food & Nutrition

General senior subject

General

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

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

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and

nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Pathways

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

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine successful criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Labelling and food safety• Food formulation for consumer markets	Food science of carbohydrate and fat <ul style="list-style-type: none">• Carbohydrate• Fat	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Nutrition consumer markets

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Food and nutrition solution	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• food and nutrition solution	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination	25%

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

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical

Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <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): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

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

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <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

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			

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <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

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

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

Summative assessments

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

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

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new

models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <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

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

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

Summative assessments

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

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

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations

- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep 	Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

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

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

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

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

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> • Sacred texts • Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and relationships <ul style="list-style-type: none"> • Religion and the nation–state • Religion and human rights

Assessment

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

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

Summative assessments

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

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure

Religion & Ethics 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	Australian identity
Unit option B	Social justice
Unit option C	Meaning, purpose and expression
Unit option D	World religions and spiritualities
Unit option E	Peace
Unit option F	Sacred stories

Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	Product/Plan/Campaign One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 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, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to

develop these interrelated skills; and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> Travel Technology and media The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Groups in society 	Mon avenir 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): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

French Extension

General senior subject

General

Advanced study in an additional language, as offered in French Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world.

Students use their background knowledge and skills in French in order to investigate how meaning is communicated in French texts. In doing so, they use and enhance the language acquired and developed in the General French syllabus to engage more deeply with a range of text types by creating meaning in French.

Use of French as the main medium for communication enables students to engage with creative thought and expression in French in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in French, they reflect on their perspectives and attitudes. French Extension places students at the centre of their own learning.

In French Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of French texts. Students enhance further the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

Pathways

A course of study in French Extension can establish a basis for further education and

employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts
- make decisions about language elements, structures and textual conventions to create or determine meaning in texts
- interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments
- create texts that communicate information and ideas in French for context, purpose, audience, tone and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: <ul style="list-style-type: none"> • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce. 	Independent investigation The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

Assessment

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

Summative assessments

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

Drama

General senior subject

General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice; and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on

their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — practice-led project	
Summative internal assessment 2 (IA2):	20%		
• Project — dramatic concept			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of

unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Integrated project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination			

Visual Art

General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future

artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Pathways

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

Objectives

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

- implement ideas and representations

- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

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).

Summative assessments

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			

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

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

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

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an

audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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.

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make 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) 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

Vocational Education and Training (VET)

Vocational
Education

Program Information & 2026 Course Offerings

Vocational Education and Training (VET) at St John Fisher College allows students to gain nationally recognized qualifications in specific industries during their Senior Phase.



Completing VET studies, especially at Certificate III level or higher, requires commitment and adherence to participation, cooperation, punctuality, behaviour, and conduct standards. Students must meet minimum levels of literacy and numeracy.



VET offers several benefits, including:



Students at St John Fisher College have the opportunity to complete VET courses:

- As part of a timetabled school subject, taught by SJFC staff through partnerships with Registered Training Organisations (RTOs).
- Through attending external providers such as TAFE Queensland, participating in a TAFE at School program one day per week.
- Through other private RTOs, either discussed during SET planning or on an individual basis, to align with specific student pathways. For example; Mater Education's certificates in health, or courses specific to a desired pathway such as equine, dance or real estate.
- As part of a school-based traineeship or apprenticeship.

TIMETABLED VET OFFERINGS FOR 2026

1. SIT30622 Certificate III in Hospitality (+ SIT20322 Certificate II in Hospitality)
2. SIS30321 Certificate III in Fitness (+ SIS20122 Certificate II in Sport and Recreation)
3. CHC30221 Certificate III in Education School Based Support
4. Certificate IV in Justice Studies (10971NAT)
5. BSB50120 Diploma of Business

Qualifications are delivered in partnership with Registered Training Organisations (RTOs) and as such may change without notice. Offerings are subject to enrolment numbers being viable and human and physical resources meeting the regulatory requirements.

TAFE AT SCHOOL, TAFE QLD - HOW TO APPLY?

The TAFE at School program allows students to gain a nationally recognised qualification and graduate job-ready, giving them a head start on their career or further studies. A TAFE course replaces one of their senior school subjects, with a timetabled 'study' lesson for coursework and catching up on class work missed while they were at their TAFE day. Term dates match Queensland school terms. Completing a TAFE at School course will give students direct entry into any related TAFE Qld course. Completing a TAFE Qld diploma qualification post school gives guaranteed entry into a related degree at TAFE Qld or one of their university partners.

Applications for 2026 TAFE at School courses open on 21st July 2026. [TAFE QLD Greater Brisbane Price List](#) has been published. Course Guides will be shared with families when available. The College will facilitate an enrolment session at school on July 21 for those students interested in applying for 2026 commencement. Applications are online. More information on [TAFE at School](#) can be found on the TAFE QLD Website.

PRIVATE REGISTERED TRAINING ORGANISATIONS (RTOS)

Course enrolments with private RTO's can be arranged for students with specific interests or career pathways. Some opportunities are shared broadly on TEAMS or via email. Others may be discussed on an individual basis. For example, Mater Education, Australian Equine Institute, The Royal Academy of Dance and The Real Estate Institute of Qld.

SCHOOL-BASED TRAINEESHIPS AND APPRENTICESHIPS

School-based traineeships and apprenticeships (SATs) can be part of a student's senior education plan and provide real-world experience. The College provides support for students who choose these employment and training opportunities. SATs require one day out of school each week to attend the workplace. Interested students should contact the VET Curriculum Leader for more information.

UNIQUE STUDENT IDENTIFIER (USI)

Students studying a VET course need a Unique Student Identifier (USI). A USI is a student's education number for life. Obtaining one takes approximately five minutes and can be completed at usi.gov.au. It is most efficient to complete this at home due to the identification documents required. Please use a personal email address to enable access to the USI portal after school completion.

FEES

Some courses involve fees. In most cases, these are to be paid directly to the institution. Please discuss these with the [Curriculum Leader VET](#) or during your SET planning meeting.

DISCLAIMER

The Queensland Department of Trade, Employment and Training (DTET) is in the process of finalizing the transition from the VET in Schools (VETiS) funding model to the new Career Ready and Career Taster funding frameworks, scheduled for implementation from 1 January 2026.

Please note that not all information regarding Career Ready programs and funding is currently finalised or publicly available. While every effort has been made to ensure the accuracy of the information presented in this guide, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements. Key elements, such as the Career Ready Provisional Qualification List, are subject to change pending ministerial approval and ongoing contractual negotiations between the Department and Registered Training Organisations (RTOs). Schools, students, and families are encouraged to refer directly to the Queensland Government's Career Ready website ([Career Ready | Education and training | Queensland Government](#)) and the latest Career Ready [Provisional Qualification List](#) for the most up-to-date information.

SIT30622 Certificate III in Hospitality (+ SIT20322 Certificate II in Hospitality)

QCE – 8 points

Quality Service Skills/Education is Key RTO 90791

Requirements

Students must be highly interested in the hospitality industry and have a strong work ethic. They need to complete 36 mandatory service occasions with College catering functions and external work placements. Due to the practical nature of hospitality, students must perform some service hours outside class time. This may include before school, during breaks, after school, and for full-day catering events. Therefore, this certificate is not suitable for students with TAFE commitments, traineeships, or high academic loads. Students must wear a catering uniform during all practical classes and mandatory service occasions. The College will provide ingredients for cookery and beverage training.

Course details

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

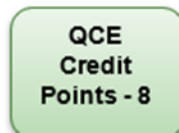
The Certificate III qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

Course duration

2 years – year 11 and 12

Course fees

The college will cover course costs. There is a 2-day overnight industry experience which requires a co-payment of approximately \$150 per student.



(RTO – Quality Service Skills - 90791)

SIT30622 Certificate III in Hospitality (+ SIT20322 Certificate II in Hospitality)		Duration: 2 years
Qualification description:	<p>The Certificate II in Hospitality is an accredited course. This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. Certificate III in Hospitality is an accredited course. The Certificate III in Hospitality is an accredited course. This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.</p>	
Entry requirements:	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Students may be required to undertake an LLN test to determine suitability and any support needs.</p> <p>Attitude – students need to demonstrate independent learning skills and engagement to participate in theory and practical requirements of this qualification</p>	
Qualification packaging rules:	<p>To attain the Certificate II, 12 units of competency (6 core and 6 elective) must be completed. To attain the Certificate III, 15 units of competency (6 core and 9 electives) must be completed.</p>	
Units of Competency delivered:	<p><u>Year 1 of program</u></p> <p>SITHIND006 Source and use information on the hospitality industry SITHIND007 Use hospitality skills effectively SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity BSBTWK201 Work effectively with others SITXWHS005 Participate in safe work practices SITXFSA005 Use Hygienic practices for food safety SITHCCC024 Prepare and present simple dishes SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHCCC026 Package prepared foodstuffs SITHKOP009 Clean kitchen premises and equipment</p> <p><u>Year 2 of program</u></p> <p>SITHIND008 Work effectively in hospitality service SITXCCS014 Provide service to customers SITXHRM007 Coach others in job skills SITHFAB021 Provide responsible service of alcohol SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee</p>	

Delivery schedule may change

Learning experiences:	Content is delivered in a classroom and simulated hospitality workplace environment. Course content is provided by the trainer and assessor through a face to face model.
Assessment:	Evidence contributing towards competency will be collected throughout the program. Students will demonstrate their knowledge and skills through written questions, role play, service periods and practical preparation in the hospitality setting
Pathways:	This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

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

QCE – 8 points

Binnacle Training RTO 31319

Requirements

Students must be highly interested in the fitness and sport industry, have a strong work ethic and mature attitude. The College gymnasium and sporting facilities are utilized. External work placements may be required. Due to the practical nature of this course, students may be required to complete sessions out of class time and out of school time. This may include before school, during breaks, after school, for school sporting or fitness events onsite and offsite. Students must meet standards in terms of dress, behaviour and workplace health and safety requirements in the gym environment.

Course details

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

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

Course duration

2 years – year 11 and 12

Course fees

The college will cover course costs. Optional excursions may require a co-payment should students wish to participate.

2026 EDITION

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

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

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

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

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

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
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Proud to be a Queensland Government
subsidised training provider



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admin@binnacletraining.com.au
binnacletraining.com.au



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

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

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

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

Suitable Year Level(s):
Year 11 and 12

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

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

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs, Laws and Legislation
PROGRAMS	
	<ul style="list-style-type: none"> Assist with Delivering Coaching Sessions (Supervisor Delivery) Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	TOPICS
	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
PROGRAMS	
	<ul style="list-style-type: none"> Community SFR Program (Student Delivery) Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry - WHS and Provide Quality Service Introduction to Anatomy and Physiology - The Cardiovascular System
PROGRAMS	
	<ul style="list-style-type: none"> Plan and Deliver Group Conditioning Sessions Plan and Deliver a One-on-one Cardio Program
TERM 4	TOPICS
	<ul style="list-style-type: none"> Introduction to Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
PROGRAMS	
	<ul style="list-style-type: none"> Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology - Body Systems and Exercise Health and Nutrition Consultations
PROGRAMS	
	<ul style="list-style-type: none"> One-on-One Gym Program (Adolescent Client) Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients (including Older Adults)
PROGRAMS	
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Group Training Program: Plan and Conduct a Group Session
TERM 7	TOPICS
	<ul style="list-style-type: none"> N/A (Practical Term)
PROGRAMS	
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One and Group Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

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

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/1to

CHC30221 Certificate III in School Based Education Support

QCE – 8 points

Cairns Training Academy RTO 30857

Requirements

Students should be interested in the field of Education. St John Fisher College Teachers (school-based trainer/assessors) will deliver and assess the units of competency under the guidance of the RTO (Cairns Training Academy). The course will be timetabled as a senior subject. Mandatory placement of at least 100 hours of voluntary work in a classroom will be arranged at local primary schools. Students must arrange their own transport for placements. Students must successfully complete all requirements of the course to be issued with the Certificate. Students must have the language, literacy and numeracy skills required of a Certificate III qualification and have sufficient maturity and work ethic to participate in placement.

Course details

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures. Education support workers work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation. To achieve this qualification, the individual must have completed a total of at least **100 hours of voluntary work** in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency. Upon successful completion of the qualification, students may seek employment as a Teacher Aide.

Course duration

2 years – year 11 and 12

Course fees

The college will cover course costs. Optional excursions may require a co-payment should students wish to participate.

CHC30221 Certificate III in Education School Based Support

Course Details

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

Education support workers work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation. To achieve this qualification, **the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency.** The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. Education setting - Classroom settings in primary or secondary schools, as defined by State/Territory legislation

Student Selection **Persons with the language, literacy & numeracy skills to fulfil their job role & complete course AND meet industry vaccination mandates**

Job Roles

Teacher-aide

Course Pathways

Certificate IV in Education Support.

St John Fisher College Teachers (school-based trainer/assessors) will deliver and assess the units of competency under the guidance of the RTO (Cairns Training Academy). The course will be timetabled as a senior subject. Mandatory placement of at least 100 hours of voluntary work in a classroom will be arranged at local primary schools. Students must successfully complete all requirements of the course to be issued with the Certificate. Students must have the language, literacy and numeracy skills required of a Certificate III qualification and have sufficient maturity and work ethic to participate in placement. Course fees will be paid by the College.

Student selection Persons with the Language, Literacy and Numeracy skills to fulfill their job role
Student Intake Students MUST enrol in the course they are accessing and remain financial their enrolment
Delivery Mode On-line as per school timetable
Course Duration As per individual school VET timetable during years 10 to 12

Fees

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.
- Credit transfer from other RTO providers (First Aid exempted) will incur a \$10 fee.
- Reissuing of results and qualifications will incur a \$55.00 fee

Resources

On-line delivery – Learning and assessment resources are available 24/7

Outcome

- On successful completion of all units within this qualification, participants:
- May receive a Certificate III in Education School-based Support (dependent on success of competency)
- May be awarded up to 8 QCE points
- Can seek employment as a teacher-aide
- May benefit from enhanced tertiary options as the certificate could contribute to ATAR

Industry Placement

Students enrolling in this program will be required to complete minimum and mandatory 100 hours of Industry Placement within a school-based classroom setting.

How is the Course Delivered & Assessed?

Teachers (School-based trainer/assessors) will deliver the training and assess competence under the guidance of the [RTO](#): Cairns Training Academy. Students will access learning resources on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a classroom within a school. Teachers will determine competence against each unit by following CTA guidelines which includes gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Credit Transfer (CT)

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit of competency you are seeking credit for.

Units (10 Core units plus 5 Electives units)

Unit Code	Unit Title	
CHCDIV001	Work with diverse people	Core
CHCEDS033	Meet legal and ethical obligations in an education support environment	Core
CHCEDS034	Contribute to the planning and implementation of educational programs	Core
CHCEDS035	Contribute to student education in all developmental domains	Core
CHCEDS036	Support the development of literacy and oral language skills	Core
CHCEDS037	Support the development of numeracy skills	Core
CHCEDS060	Work effectively with students and colleagues	Core
CHCEDS059	Contribute to the health, safety and wellbeing of students	Core
CHCEDS057	Support students with additional needs in the classroom environment	Core
CHCEDS061	Support responsible student behaviour	Core
HLTAID0011	Provide First Aid	Elective
CHCPRT025	Identify and report children and young people at risk	Elective
HLTWHS001	Participate in workplace health and safety	Elective
CHCEDS048	Work with students in need of additional learning support	Elective
CHCEDS041	Set up and sustain learning areas	Elective

Certificate IV in Justice Studies 10971NAT

QCE – 8 points

Professional Investigators College of Australasia (PICA) RTO 40789

Requirements

It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills. They may be required to undertake an LLN test to determine suitability and any support needs.

Course details

Certificate IV in Justice Studies is a nationally accredited course. It is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. The Certificate IV in Justice Studies is designed to provide students with a broad understanding of the justice system and develop the personal skills and knowledge that underpin employment in the justice system.

Course duration

2 years – year 11 and 12

Course fees

A course fee of \$750 is payable directly to PICA upfront on enrolment.



CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

Certificate IV in Justice Studies		Duration:	2 years
Qualification description:	<p>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.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system. 		
Entry requirements:	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p> <p>Students may be required to undertake an LLN test to determine suitability and any support needs.</p>		
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.		
Units of Competency delivered:	<ol style="list-style-type: none"> 1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. PSPREG006 Produce formal record of interview 8. PSPREG010 Prepare a brief of evidence 9. PSPLEG002 Encourage compliance with legislation in public sector 10. PSPETH007 Uphold and support the values and principles of public service 		
Learning experiences:	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.</p> <p>Technology required: access to the internet</p>		
Assessment:	<p>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.</p>		
Pathways:	<p>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.</p>		
Course Costs:	\$750 up-front fee (current at 30 th April 2025)		
Further information	<p>Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.</p>		



BSB50120 Diploma of Business

QCE – 8 points

Get Set Education RTO 45252

Successful completion of the Diploma provides a maximum of 8 credits towards QCE and may provide a positive boost for university pathways - www.getset.edu.au/uni-pathways

The Diploma of Business provides students with the skills and experiences relevant to a variety of Business Services job roles. It is designed to equip students with both practical and theoretical knowledge to broaden their future employment and study opportunities. This qualification is ideal for students seeking a career in the Business Services industry or as a pathway to further study. Students who are most successful in this course are typically self-motivated, determined, and committed to completing tasks and achieving results. A positive attitude, along with a desire to build practical business knowledge and enhance future career and study options, is key to making the most of this opportunity.

Pathways

Upon successful completion of the BSB50120 Diploma of Business, students may pursue career opportunities such as:

- Business Manager
- Administrator Executive Officer
- Team Leader
- Business Development Manager
- Project Consultant
- Business Owner

Course Requirements

All applicants are required to:

- Understand the commitment required to successfully complete a Diploma-level qualification.
- Complete a Language, Literacy, Numeracy and Digital (LLND) assessment before enrolment acceptance.
- Provide details on their goals, reasons for choosing this course, and their interest in business
- Obtain permission from a parent/guardian if under 18 years of age.

Resource requirements

Vocational Education and Training (VET) students complete a significant amount of online theory and assessment tasks. To support their learning and to attend weekly online classes, students must have access to a laptop or desktop at home along with a reliable internet connection.

Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management, and business administration.
- Develop and implement business plans.
- Communicate concepts and ideas for delivering products and services to customers.
- Apply strategies to manage finances and resources and control risks within a business.
- Identify and evaluate marketing opportunities and develop a social media plan.

Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency (5 Core units and 7 Elective units):

- BSBXCM501 Lead communication in the workplace (C)
- BSBCRT511 Develop critical thinking in others (C)
- BSBMKG546 Develop social media engagement plans (E)
- SIRXMKT006 Develop a social media strategy (E)
- BSBFIN501 Manage budgets and financial plans (C)
- BSBMKG541 Identify and evaluate marketing opportunities (E)
- BSBOPS601 Develop and implement business plans (E)
- SIRXMGT005 Lead the development of business opportunities (E)
- BSBOPS501 Manage business resources (C)
- BSBOPS505 Manage organisational customer service (E)
- BSBOPS504 Manage business risk (E)
- BSBSUS511 Develop workplace policies and procedures for sustainability (C)

Course Delivery and Assessment

Course delivery takes place via a weekly online lesson, with a Get Set Education Trainer and Assessor, with continued email Trainer Support between classes. Online modules, activities and assessments are provided by Get Set Education.

Assessments have been written specifically with High School students in mind and students will complete both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio

Course Costs | Tuition fee: \$1849.00

Get Set Education protects the fees that are paid in advance by students by not requiring a student to ever pay more than \$1,500 in advance for services not yet provided, either before course commencement or at any stage during the course.

The full fee includes a non-refundable \$49.00 application fee, which is collected upon submitting the online application form. Parents/guardians can then choose either of the following payment methods to pay the remaining \$1800.00 course fees from Term 1, 2026:

Upfront (Invoiced):

The remaining \$1,800.00 will be invoiced in four quarterly instalments of \$450.00, typically issued in February, May, August, and November, depending on the student's enrolment date.

Monthly Payment Plan Over 12 months

If the monthly payment plan is selected, parents/guardians will receive a link via email to set up a monthly direct debit for 12 successful payments through Debit Success. Please note: this option includes additional charges—a one-off \$12.00 administration fee and a 4.4% transaction fee (inc. GST).

\$156.90 per month (12 payments) + \$12.00 administration fee = Payment Plan **Total Payable \$1894.00.**

Please note: if direct debit payments are not up to date, access to our learning management system may be affected. More detailed information can be found in the Course Outline and at www.getset.edu.au

DISCLAIMER: All information contained is accurate at the time of publication, but subject to change.

Careers

A career is no longer considered just one job for the course of your life. A career includes a lifetime of experiences including periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles which map your life journey. Within this life journey, decisions about which occupation pathway to follow make the journey more exciting. The idea is to be flexible enough to progress towards individual goals whilst still allowing movement with changes to ideas or shifts in goals.

The more information a student gathers about themselves, their strengths, interests, lifestyle preferences and their current career goals, the better equipped they are to making good decisions for the future.

SUBJECT CHOICE

Sometimes we put a great deal of pressure on ourselves to choose 'the right' subjects so we don't disadvantage ourselves with future opportunities. The best way to choose senior subjects is to make considerations in two stages.

The first stage is to choose subjects based on those:

- you enjoy the most,
- in which you have previously felt a sense of achievement
- that reflect your interests and abilities
- that will help you develop skills and abilities useful throughout your life.

The second stage of subject choice is to check:

- the essential prerequisite requirements for further careers and tertiary courses
- those subjects which are highly recommended for further careers and tertiary courses.

Remember, the choice of occupation is only one of the aspects to consider when choosing subjects. Do not avoid subjects just because they are not related to the chosen occupation. Keep your options open and ensure you also consider your wellbeing!

AVAILABLE RESOURCES

There are several staff available at the College to assist you with your career planning. Our Vocational Education and Training (VET) Coordinator, Ms Petrina Jarvis supports students with VET related careers. Our College Guidance Counsellors, Ms Amy Hodgkinson and Ms Kirsty Magarry, are available for students and parents to access for support with tertiary level careers including university entry. The Deputy Principal, Ms Caitlin Douse, is also available in relation to Curriculum requirements, Access Arrangement and Reasonable Adjustments (AARA) for assessment, and Queensland Certificate of Education (QCE) eligibility discussions.

In addition, the College newsletter and the College Portal are other places to check the latest career information including tertiary course information, careers' resources, employment, and market trends as well as upcoming career events.

Be aware that the information on tertiary courses can, and does, change rapidly and we must ensure we are accessing the most recent and relevant resources available. All tertiary institutions have a dedicated team of student advisors to assist you navigate the entry criteria and understand the course requirements. If you have a particular occupation in mind, it is also useful to talk to someone working within that field or to gain some work experience in this field to help you understand the role requirements. You will need to visit the Careers Office to assist you with

organising work experience opportunities as there are insurance requirements. Most importantly, be prepared to ask for assistance.

SOME USEFUL RESOURCES TO EXPLORE

myfuture - www.myfuture.edu.au

myfuture is the on-line national career information service for Australia. The website contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. There is also a very useful section dedicated to helping caregivers to assist their child explore their career options.

Australian Labour Market Insights — <https://www.jobsandskills.gov.au/data/occupation-and-industry-profiles>

Jons and Skills Australia provides careers and labour market research information on their website to help you decide on your future career. There's a wealth of information covering over 1200 occupations, including skills development and job prospects.

SEEK CAREER ADVICE - <https://www.seek.com.au/career-advice/>

The SEEK Career Advice website provides an opportunity to explore a range of careers and employment industries to understand employment conditions, expected salary scales, training requirements, projected career growth statistics, reported job satisfaction and current job advertisements related to your chosen field. This is a great place to explore various career opportunities and understand the Australian-specific conditions associated with these roles.

My QCE - <https://myqce.qcaa.qld.edu.au/>

The My QCE website is designed to provide students, teachers and parents with accurate, up-to-date and useful information about attaining a Queensland Certificate of Education (QCE). The Student Portal gives students secure access to information related to their senior studies. Students can access their subject enrolments, results, track their progress towards a QCE and download their official statement once eligible.

Queensland Tertiary Admissions Centre - www.qtac.edu.au

The Queensland Tertiary Admissions Centre (QTAC) is responsible for the calculation of ATARs for Queensland students and is also responsible for facilitating the process of allocating tertiary offers to students for their post-secondary studies. If you are eligible for an ATAR through your subject selections, you will need to register with QTAC to ensure they calculate an ATAR on your behalf. Access the QTAC ATAR Portal to register for an ATAR, <https://www.qtac.edu.au/atar/>

The QTAC website and printed 'Guide' contains information on tertiary level courses offered in Queensland (and nearby) through various universities, institutions and colleges. Further information is provided below.

Queensland Tertiary Admissions Centre (QTAC)

WHAT IS QTAC?

The Queensland Tertiary Admissions Centre (QTAC) is a non-profit, public company that receives and processes applications for selected courses from the following institutions:

- Australian Catholic University www.acu.edu.au
- Australian Maritime College www.amc.edu.au
- Bond University www.bond.edu.au
- Central Queensland University www.cqu.edu.au
- Christian Heritage College www.chc.edu.au
- Griffith College www.griffithcollege.edu.au
- Griffith University www.griffith.edu.au
- James Cook University www.jcu.edu.au
- Queensland University of Technology <https://www.qut.edu.au/>
- SAE Creative Media Institute <https://sae.edu.au/campuses/brisbane/>
- Southern Cross University www.scu.edu.au
- TAFE Queensland <https://tafeqld.edu.au/>
- The University of Queensland www.uq.edu.au/study
- Torrens University Australia www.torrens.edu.au
- University of New England www.une.edu.au
- University of Southern Queensland www.usq.edu.au
- University of the Sunshine Coast www.usc.edu.au

To help you understand the QTAC process, you need to undertake the following tasks:

- Ensure you are familiar with the QTAC Guide, which is given to all Year Twelve students in Queensland in approximately August. Up-to-date information is also available online.
- Access the QTAC website - www.qtac.edu.au;
- Attend the sessions offered by the school to learn about the QTAC application process;
- If you have any additional questions about QTAC and the QTAC application process, contact the Guidance Counsellor, Deputy Principal or QTAC on 1300 467 822.

GENERAL DATES

Below is a general timeline of the dates in the QTAC process. Please refer to the current QTAC guide or the website (www.qtac.edu.au) for the latest dates as these are subject to change.

Semester 1	All Year 12 students access the Student Portal via the QCAA website to track their results and ensure there is a record of their completed courses. https://myqce.qcaa.qld.edu.au/
August	The QTAC Guide is distributed to all Year Twelve students in Queensland. Course information is also available online.
August	QTAC Applications open on the QTAC website.
End of September	Closing date for many courses which require auditions, portfolio submissions or interviews. These courses are most commonly in the performing and creative arts.
Late November	Students start receiving early offers for some courses. Note: You have 4 days to respond to your offer before it expires.
December	Year Twelve results released by QCAA. Results available online via the Student Portal https://myqce.qcaa.qld.edu.au/
End December/ Early January	Last chance for Year Twelve students to change QTAC preferences for the biggest offer round (January).
January	Offers released for QTACs biggest offer round.

	Note: You have 4 days to respond to your offer before it expires.
February	QTAC have subsequent offer rounds depending on course vacancies.

THE QTAC APPLICATION

To help you receive an offer for a place in your preferred tertiary course, QTAC allows you to apply for up to six (6) courses at different institutions on the one QTAC application. This gives you the best opportunity to gain a position in your most preferred courses and identify a range of 'back up plans' or upgrading pathways.

QTAC applications are completed through the online application service at www.qtac.edu.au. As it is likely you will want to make some changes to your QTAC preferences, applicants receive three free course preference changes and following this, will be charged a fee to submit changes.

Students will be supported to prepare for their application by attending the *Design My Future career event* in Term 3 as well as school based QTAC sessions with the College Guidance Counsellor during Term 3 of Year 12.

As a Year 12 student, you will need your Learner Unique Identifier (LUI) number when submitting an application with QTAC. At the completion of your online application, you will be given a QTAC application number. You will need to refer to this number when contacting QTAC to discuss your application.

COURSE CUT-OFFs and LOWEST ATAR/RANK OFFERED in previous year

QTAC course listings will provide details of the previous course cut-off required to gain entry into that particular course in the previous year. These course cut-offs are a helpful guide to understand the demand for entry in that course based on the applications received at that time, however course cut-offs will change each year based on supply and demand factors. As a result, these cut-offs should be used as a guide only and should be interpreted carefully.

ORDERING YOUR QTAC PREFERENCES

Because ATAR cut-offs for course entry can, and do, change from year to year, it is important to include a range of courses when submitting your QTAC preferences. The following 'recipe' is recommended to order to course preferences:

COURSE PREFERENCES		
1 st 2 nd }	Desired Courses	These are the courses you would really like to study the most. Your dream courses! You don't need to worry as much about the previous years 'course cut-off' for these preferences.
3 rd 4 th }	Back Up Courses	These courses are the ones you want to study; however, these preferences have been made with more consideration of the course cut-offs from previous years to guide your chances of gaining an offer.
5 th 6 th }	Pathway Courses	These courses are the ones you are prepared to do if you miss out on your other preferences. These are the courses that will help you upgrade to your preferred courses.

Please note: When ordering your preferences, applicants *MUST* consider the dates of offer rounds and course start dates. Later offer rounds should be listed last.

For example, if a course does not commence until July and it is one of your 'Desired courses', you will not be considered for any lower preferences for earlier start dates (such as February/March start in the same year) as QTAC looks at the criteria for the higher preference first. Mistakes like this will limit your chances of receiving any offer. If you are concerned, you can discuss this with the Guidance Counsellor.

HOW ARE APPLICANTS SELECTED FOR COURSES THROUGH QTAC?

There are usually more applicants than available places for most of the courses you can apply for through QTAC. Consequently, entry to these courses is competitive. To select students for their courses, institutions use specific selection criteria.

Selection is based on:

- **Eligibility:** meeting course prerequisites (school subjects) / entry requirements such as audition, portfolio or interview.
- **Order of Merit:** how competitive you are in comparison to other applications for entry (i.e. your ATAR result or Rank).

Prerequisites can include:

- Year Twelve subjects or alternatives acceptable to the institution
- Portfolio, interview, audition, written statement and/or questionnaire
- Completion of a specific course or access to a work environment
- Minimum age requirements.

If a course has prerequisites and/or other entry requirements (check the *QTAC Guide*) you must meet them in a way that is acceptable to the institution, or you will not be considered for entry to the course (regardless of your ATAR or results).

Some courses do not have prerequisites. They may have 'Assumed Knowledge' or 'Recommended Study'. An assumed knowledge subject is not a prerequisite; however, you will find the course more challenging without this pre-learning. Nevertheless, not having an Assumed Knowledge subject will not prevent you from being given an offer. A Recommended Study subject is one that would be helpful for the course.

Applicants should contact the institution(s) to which they are applying to ensure that they meet any Prerequisites, Assumed Knowledge, or Recommended Study expectations.

Order of Merit is:

- How competitive you are in comparison to other applications based on your ATAR or Rank.

Through the QTAC process, eligible applicants (i.e. those who meet prerequisites) are considered in order of merit (i.e. your ATAR).

Because of this, it is important to list courses on your QTAC application in strict order of your preference. Other applicants, who have listed the same course as you but as a higher preference than you, will not be offered this course before you if:

- you have a better ATAR score than them, and
- the course is the highest preference for which you meet all the requirements (i.e., prerequisites and merit).

For more information on ATARs and tertiary entrance please refer to:
<https://www.qtac.edu.au/admission-criteria/>

Responding to your QTAC Offer:

You have a short amount of time to respond to your QTAC offer so it is important you check your account regularly. In most cases you are given four (4) days to provide QTAC with a response via your QTAC application. Should your offer expire, you can attempt to 'reactive your offer' by contacting QTAC directly, however please note that reactivation is not always possible (call 1300 467 822).

When responding to an offer, you have up to three options:

- ACCEPT:** if you want to accept a place in this course and commence at the proposed start date.
- REJECT:** if you NO LONGER want a place in this course nor do you want to be considered for other course offers.
- DEFER:** if you want to hold a place in this course, however you want to delay your commencement date. Note, you must check the institutions deferment rules to ensure this is an available option for your chosen course.

For more information on responses to offers please refer to:
<https://www.qtac.edu.au/application-services/#goto-offers>

Educational Access Scheme (EAS) through QTAC

There are a number of processes available for students who have experienced difficult circumstances beyond their control that have adversely impacted on their senior studies. These circumstances could include:

- Financial hardship
- Home environment and responsibilities
- English language difficulty
- Personal illness/disability
- Educational disruption

If you are eligible for EAS through QTAC, you may receive adjustments that increase your chances of getting an offer. In addition, if you are assessed by QTAC as being eligible under the category of 'financial hardship' you may automatically be entitled to financial assistance, such as scholarships or bursaries from some institutions.

To apply to the Educational Access Scheme (EAS) through QTAC, students are required to:

- Indicate on their QTAC application that they plan to apply for one or more Educational Access Scheme (EAS) categories.
- Complete the relevant documentation and gather the specified supporting documentation.
- Send the completed documents and supporting evidence to QTAC within the set timeframe (usually November/December). School documentation may be sent to QTAC directly on your behalf. Please discuss this with your Guidance Counsellor.

Educational Access Scheme information can be found on the QTAC website at
<https://www.qtac.edu.au/educational-access-scheme/>

QTAC also provide further information about a range of Assistance Schemes to accommodate the unique needs of individuals including, Year 12 subject schemes, financial assistance schemes, access and equity schemes, rural access schemes, Aboriginal and Torres Strait Islander schemes, as well as various elite athlete and performer schemes. Please refer to the QTAC website and specific institution websites for further information.

<https://www.qtac.edu.au/assistance-schemes/>

Career planning

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 10 June 2024.

Career questionnaires

myfuture

<https://myfuture.edu.au/login?ReturnUrl=http%3a%2f%2fmyfuture.edu.au%2fmy-career-profile>

Career Quest

<http://www.careers.govt.nz/tools/>

Career planning and exploration

Australia's Careers Online

<http://www.careersonline.com.au/>

Australian Government School to Work Transitions

<https://www.education.gov.au/school-work-transitions>

Jobs and Skills Australia

<https://www.jobsandskills.gov.au>

The Good Careers Guide

<https://www.gooduniversitiesguide.com.au/careers-guide>

Youth.gov

<http://www.youth.gov.au/>

My Future

<https://myfuture.edu.au/>

Open Universities

<https://www.open.edu.au/your-career/>

Specific occupations

Accounting

<https://www.charteredaccountantsanz.com/become-a-member>

Architecture

<http://www.architecture.com.au/>

Careers in Health

<http://www.myhealthcareer.com.au/>

<http://health.uq.edu.au/undergraduate>

<https://www.health.gov.au/topics/indigenous-health-workforce>

Defence jobs

<http://www.defencejobs.gov.au/>

Engineering

<https://www.engineersaustralia.org.au/>

Financial planning

<https://online.vu.edu.au/blog/financial-planning-career>

Information Technology

<https://www.open.edu.au/your-career/information-communication-technology>

Manufacturing

<https://www.open.edu.au/your-career/manufacturing>

Mathematics

<https://careers.amsi.org.au/>

Mining

<https://www.australianfifominingjobs.com.au/>

Nursing

<https://www.myhealthcareer.com.au/nursing-career/>

Performing Arts

<http://www.aipa.com.au/>

<http://www.artshub.com.au/>

<http://stagewhispers.com.au/showcase>

Police – State/Federal

<http://www.policerecruit.qld.gov.au/>

<https://www.afp.gov.au/careers>

Real Estate

<http://www.reiq.com/>

Sport and Recreation

<https://explorecareers.com.au/industry/sports-recreation/>

Science

<http://www.science.uq.edu.au/career-profiles>

<http://www.raci.org.au/>

Surveying

<http://www.alifewithoutlimits.com.au/>

Tourism and Hospitality

<http://www.qtic.com.au>

Veterinary Science

<http://www.ava.com.au>

Working conditions

Fair Work Ombudsman

<https://www.fairwork.gov.au/>

Youth Law Australia

<http://www.lawstuff.org.au/lawstuff>

Training sites

Your Career

<https://www.yourcareer.gov.au/learn-and-train/myskills>

TAFE Qld

<http://tafeqld.edu.au/>

Training Qld

<http://www.training.qld.gov.au/>

National Apprentice Employee Network

<http://naen.com.au/>

<http://www.apprenticeemploymentnetwork.com.au/>

Australian Apprenticeships

<https://www.apprenticeships.gov.au/>

Financial Assistance

Study Assist

<http://studyassist.gov.au>

Centrelink

<https://www.servicesaustralia.gov.au/payments-you-can-get-for-higher-education>

Scholarships

Study Assist

<https://www.studyassist.gov.au/>

myfuture

<http://myfuture.edu.au/> (search for 'scholarships')

Commonwealth Relocation Scholarship

<https://www.servicesaustralia.gov.au/relocation-scholarship>

Commonwealth Student Start Up Loan

<https://www.servicesaustralia.gov.au/student-start-up-loan>

The Good Universities Guide

<https://www.gooduniversitiesguide.com.au/scholarships>

The Aspiration Initiative (Indigenous)

<https://www.adcet.edu.au/resource/8948/the-aspiration-initiative/>

Queensland tertiary institutions

Australian Catholic University

<http://www.acu.edu.au/>

Bond University

<http://www.bond.edu.au/>

Christian Heritage College

<http://www.chc.edu.au/>

CQUniversity

<http://www.cqu.edu.au/>

Griffith University

<http://www.griffith.edu.au/>

James Cook University

<http://www.jcu.edu.au/>

Queensland University of Technology

<http://www.qut.edu.au/>

TAFE Queensland

<http://tafeqld.edu.au/>

The University of Queensland

<http://www.uq.edu.au/>

University of Southern Queensland

<http://www.usq.edu.au/>

University of the Sunshine Coast

<http://www.usc.edu.au/>

Tertiary admissions centres

New South Wales and the Australian Capital Territory - University Admissions Centre (UAC)

<https://www.uac.edu.au/>

Queensland - Queensland Tertiary Admissions Centre (QTAC)

<http://www.qtac.edu.au/>

Victoria – Victoria Tertiary Admissions Centre (VTAC)

<http://www.vtac.edu.au/>

South Australia and the Northern Territory – SATAC

<http://www.satac.edu.au/>

Western Australia – Tertiary Institutions Service Centre (TISC)

<http://www.tisc.edu.au/>

Tasmania - University of Tasmania

<http://www.utas.edu.au/>

Job search

Workforce Australia

<https://www.workforceaustralia.gov.au/>

Australian Public Service

<https://www.apsjobs.gov.au/>

Career one

<http://www.careerone.com.au/>

Defence Jobs

<http://www.defencejobs.gov.au/>

Adzuna

<https://www.adzuna.com.au/>

Queensland Government Employment and Jobs

<https://www.qld.gov.au/jobs/>

Seek

<https://www.seek.com.au/>

Sites for students with a disability

Job Access

<http://www.jobaccess.gov.au/>

Disabilities Employment Service Providers

<https://disabilityemployment.org.au/provider-search/qld/>

University disability services – do a search on university websites.

Info for indigenous students

Queensland Government

<https://www.qld.gov.au/firstnations/education-training>

Glossary of Terms

ASBA	Australian School Based Apprenticeship and Traineeship
ATAR	<p>The Australian Tertiary Admission Rank will be calculated by QTAC. QTAC will calculate ATARs based on either: a student's best five General subject results, OR a student's best results in a combination of four General subject results, plus an Applied subject result or a Certificate III, IV or Diploma. If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.</p> <p>Eligibility for an ATAR will require satisfactory completion (a result that is equivalent to a Sound Level of Achievement) of a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.</p>
Learning Account	The Learning Account is created following the registration of each student in Year Ten with the QCAA. The Learning Account records all QCAA approved learning achievements earned by the student during their senior phase of learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE College or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with the QCAA.
LUI: Learners Unique Identifier	The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students can use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.
QCE: Queensland Certificate of Education	The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCAA awards young people a QCE when they complete the senior phase of learning — most often at the end of Year Twelve. To be awarded a QCE young people will need to achieve a minimum amount of learning, including literacy and numeracy, at set standards.
QCAA: Queensland Curriculum and Assessment Authority	The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. It provides syllabuses, guidelines, assessment, reporting, testing, accreditation, and certification services for Queensland schools. QCAA issues the QCE, the Senior Statement, the Tertiary Entrance Statement and the QCIA. The QCAA also sets and marks the QCS Test.
QTAC: Queensland Tertiary Admissions Centre	The Queensland Tertiary Admissions Centre (QTAC) handles tertiary entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course, she will need to

do so through QTAC for most courses. If she is OP-ineligible she will not receive a Tertiary Entrance Statement but, she is still able to apply through QTAC for courses using a Selection Rank.

SET PLANS: Senior Education and Training Plans

A SET Plan is completed by all Year Ten students to support all students' 'Learning or Earning' phase from Year Ten to Age 17. The aim of the SETP is to set out students' planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year Ten, they will still be flexible enough to allow students to make changes when and if needed.

Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standard achieved and where and when the learning took place.

TAFE

Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.

VET: Vocational Education and Training

VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, construction, sport and recreation, multimedia, hospitality, retail or creative arts.