



# SENIOR SECONDARY

Course and Subject Selection Information **2027**

*SENIOR SCHOOLING VISION*

Developing opportunities and qualifications for students to  
secure meaningful destinations.



## Message from the Principal

Dear Students

Now that you are completing your Year 10 studies, you need to have some important discussions to help you make informed decisions about your future, especially your course of study in Years 11 and 12.

Once you have completed your compulsory schooling, at the end of Year 10, you will move into the compulsory *participation* phase of your education. At Coolum State High School, you will study for a further two years to gain a Queensland Certificate of Education (QCE). You will be able to study for an Australian Tertiary Admissions Rank (ATAR) score or you will be able to gain vocational qualifications, such as a traineeship.

There are opportunities for you to learn more about what is on offer at the school and your future career pathways, including -

- Head of Department talks about subject offerings at the school
- Engagement with SET Planning
- Researching the 2027 Course and Subject Information Handbook
- Your own research into Tertiary and pathways options
- An interview with your parents and key school staff at our SET Plan interviews on 12 and 13 August
- Conversations with your parents and caregivers.

The information gained from these discussions about your goals and career aspirations will be included in your Student Education Profile (SEP). It will form the basis of informed decisions about subjects to be chosen for the next two years.

Even though this process can be quite daunting, it is an exciting time of your life. As young adults, you will have a greater degree of freedom to determine your course of study. Your school community will endeavour to assist you at every available opportunity and in every way possible.

I look forward to ensuring that you select a course of study which meets your needs so that you graduate with appropriate qualifications in 2028.



Troy Ascott  
Executive Principal

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## SENIOR EDUCATION PROFILE

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

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

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

### Statement of results

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

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE. These statements are *not* issued by individual schools. Students can access their statements through the QCE Portal.

### 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.

Students completing senior schooling are required to complete the QCAA Academic Integrity course. This will be completed during APC/QPC lessons and will be tracked by the Senior School Team. Regardless of QCE credits, students will not be awarded their QCE unless the Academic Integrity course has been completed.

### 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 ability to run subjects/courses is dependent on the school's available human and physical resources.**

The QCAA developed three types of senior subject syllabuses — General, Applied, and Short Courses. Results in General and Applied 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.

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

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

### General syllabuses

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

### Applied syllabuses

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

### Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These exams are tightly managed to ensure exam integrity and attendance is expected at all exams. QCAA Medical documentation must be completed for all absences at external examinations.

## Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses

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 information & communication technologies (ICT) skills.

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school in the following ways:

- Courses on our scope of registration as a registered training organisation (RTO)
- Third-party arrangement with an external provider who is an RTO
- Undertaking school-based apprenticeships or traineeships.
- Participation in TAFE @ School Subjects offered by TAFE Queensland

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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

# COURSES OF STUDY IN SENIOR SCHOOL

Coolum State High School offers General subjects, Applied subjects and VET Certificate courses.

## Years 11 and 12

All students in Year 11 must study six subjects in each of the four semesters which make up Years 11 and 12. Three subjects must be studied continuously from Semester 1 Year 11 until the end of Year 12 in order for students to gain their Queensland Certificate of Education (QCE).

## Compulsory Subjects

All Year 11 and 12 students are required to study -

- General English or Essential English or Literature
- Mathematics Methods, General Mathematics or Essential Mathematics.

## CHOOSING YEAR 11 AND 12 SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect, not only the types of careers you can follow later, but also your success at, and feelings about, school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

**OVERALL PLAN** – students need to select subjects based on the following steps:

- Step 1** Choose an ATAR or NON ATAR pathway
- Step 2** Choose subjects that you need to study based on university prerequisites and school benchmark eligibility
- Step 3** Choose subjects in which you have demonstrated ability or aptitude
- Step 4** Choose subjects which will help you reach your career and employment goals
- Step 5** Choose subjects which develop skills, knowledge and attitudes useful throughout your life
- Step 6** Choose subjects which you are prepared to satisfy the study/work requirements of the course

It is wise to look in more detail at the guidelines outlined below. Students are advised to refer to the Tertiary Prerequisites information detailed on each institution's website.

It is helpful if you have some career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose subjects which will keep several career options open to you. Guidance Officers are the most appropriate people to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

At Coolum State High School, we endeavour to ensure that all subjects on offer are scheduled. This may result in subjects being offered as a stand-alone class, combined or composite class or delivered through The School of Distance Education.

Students leaving school have a number of ways in which they can move towards their career goals. These options, known as pathways, enable students to undertake full-time study or combine work with study to help them obtain qualifications necessary for their desired occupations.

People who gain recognised qualifications have a better chance of obtaining full time employment which offer the potential for more variety, and generally, higher levels of pay.

The Australian Qualifications Framework (AQF) has been developed to provide a national system for qualifications from the three education sectors in Australia - schools, Vocational Education and Training (TAFE and private providers), and higher education (universities).

The following resources are available in the school and give information on subjects and courses needed for careers:

- The Jobguide (Qld) provides information on occupations and subjects needed for particular occupations and courses.
- [www.education.gov.au/job-guide](http://www.education.gov.au/job-guide)
- Pathways to Further Education & Training is a Careers and Guidance handout which provides general information about the Australian Qualifications Framework. You can find this in the Students section of [www.education.qld.gov.au](http://www.education.qld.gov.au).
- Queensland TAFE Booklet and website: <http://tafeqld.edu.au/>
- There are many websites available for help with career decision making, such as:
  - o [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - o [www.jobsearch.gov.au](http://www.jobsearch.gov.au)
  - o [www.uq.edu.au/student-services/new2uq/steps-to-success/career-](http://www.uq.edu.au/student-services/new2uq/steps-to-success/career-)
  - o [www.projectu.com.au/careerhub/decisions](http://www.projectu.com.au/careerhub/decisions)
  - o [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
  - o [www.qtac.edu.au](http://www.qtac.edu.au)

### General Subjects and Academic Benchmarks

- Students who do not meet the academic benchmarks outlined in the Subject Selection Information Book will not be permitted to study General subjects in Years 11 and 12.
- Your ATAR is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the greatest chance of high achievement.
- For further information on academic benchmarks, please refer to specific subject pages



### **Applied Subjects**

- Applied subjects are developed by the school for which a school's study plan or work program is accredited.
- Achievements in these subjects are recorded on the Senior Statement and contribute towards your QCE.
- Essential subjects emphasise practical skills and knowledge relevant to specific industries.

### **Vocational Education and Training (VET)**

- Student achievement in accredited vocational education modules is based on industry-endorsed competency standards and is recorded on the Senior Statement.
- The QCE is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to higher level courses at TAFE institutes and other registered training organisations.
- Students may undertake Certificate I, Certificate II, Certificate III or IV courses.

For the subjects offered for which the school is the Registered Training Organisation (RTO), the school must have certain teachers and equipment to successfully deliver these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

Consider taking some of the **Applied or Vocational Education** subjects if -

- You are interested in the content of a particular subject because it relates to or could provide a pathway to a future employment or a career that attracts you.
- Success in the subject will give you advanced standing (credit) in a higher-level VET course in which you are interested.
- Your past results suggest that some general subjects may be too difficult.
- Take these steps to ensure you understand the content and requirements of each subject
- Read subject descriptions and course outlines in this booklet.
- Talk to the school guidance officers for more information
- Look at books and materials required in each subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

### **Inappropriate Reasons to Choose a Subject**

- Looking for easy options
- Choosing a subject just to stay with a friend
- Choosing a subject just because its name sounds good without researching the content studied
- Choosing a subject just because someone else suggested doing it
- Choosing a subject because you like or dislike the teacher

## **SCHOOL TO WORK PROGRAMS**

Coolum State High School is expanding its vocational learning program.

In Years 11 and 12, students are able to undertake school-based traineeships or apprenticeships.

### **School based Apprenticeships and Traineeships (SATs)**

School-based Traineeships and Apprenticeships allow you to go to work and complete Year 12.

SATs allows a student to attend school on a flexible timetable as well as undertaking a paid traineeship/apprenticeship during the remainder of the school week and over school holidays. From the commencement of the arrangement the trainee/apprentice must complete 375 hours of paid work in a 12-month period.

School-based traineeships are usually only offered to students from Year 10/11 as they can take up to two years to complete. The program delivers nationally endorsed competencies involving a contract of training and paid employment for the student. Students are required to undertake theory with a training provider which can be delivered face to face or on-line. Workplace observations are also carried out by the training provider.

By the end of Year 12, students should have gained a Certificate II or III in their chosen field.

Certificate III courses offered through the school require a certain amount of work placement hours. This may be undertaken during school time and school holidays.



Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these, you are agreeing to particular work and training requirements, as is your employer. Check all documents carefully with a parent or trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

## **Apprenticeships and Traineeships**

- Undertake traineeship/apprenticeship one day a week and for part of holidays.
- Work a minimum of 375 paid hours in a 12-month period.
- Paid in accordance with award.
- Gain nationally recognised Certificate II or III accreditation.
- Reduces apprenticeship by up to 12 months.
- Combines on and off the job training.
- 18 months to 2 years duration.
- Credit towards a QCE

## **SENIOR EDUCATION AND TRAINING PLAN**

The Senior Education and Training Plan (SET Plan) is a confidential document, negotiated between Year 10 students, their parents/carers and Coolool State High School. A SET Plan is designed to map your individual learning pathways through the Senior Phase of Learning. The SET Plan helps students structure their learning around their abilities, interests and ambitions. Your selection of Year 11 and 12 subjects should reflect the goals set out in your SET Plan. The school and students regularly review the SET Plan to monitor progress and make appropriate changes, if required.

## **QUEENSLAND CERTIFICATE OF EDUCATION (QCE)**

### **What is the QCE?**

The QCE is Queensland's senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the senior phase of learning – usually the end of Year 12. To be awarded a QCE young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standards.

### **How does the QCE work?**

The QCE recognises broad learning options and offers flexibility in what, where and when students learn. A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects, can contribute towards the QCE.

Different types of learning attract different numbers of credits. Students must have at least 20 credits to be awarded a QCE and **must** meet Literacy and Numeracy requirements.

### **Awarding a QCE**

If a student completes Year 12 without achieving a QCE, their learning account will remain open, until the person reaches the age of 25. After Year 12, any QCE-related learning and activities can still be reported to the QCAA and recorded in the learning account. When the student achieves 20 credits, the QCAA will award the QCE in the following June or December.

Find out more from the Queensland Curriculum and Assessment Authority.

**Visit**            [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)  
**Phone**        3864 0299  
**Email**        [qce@qcaa.qld.edu.au](mailto:qce@qcaa.qld.edu.au)

# QCE CREDIT TABLE

## About the QCE

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

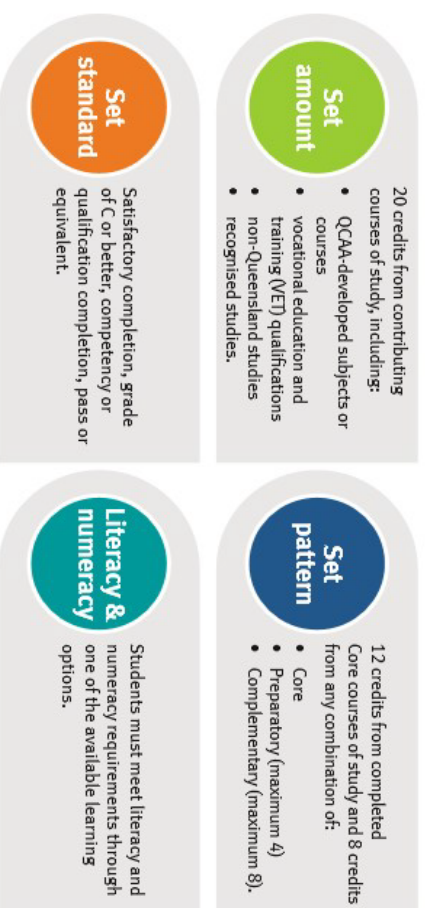
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



## QCE requirements

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



## More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au):

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

### Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account, to meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

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

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

|                                               |                       |
|-----------------------------------------------|-----------------------|
| QCAA Short Courses                            | up to 1               |
| • QCAA Short Course in Literacy               |                       |
| • QCAA Short Course in Numeracy               |                       |
| Certificate I qualifications                  | up to 3               |
| Recognised studies categorised as Preparatory | as recognised by QCAA |

- **Complementary:** A maximum of 8 credits can come from Complementary courses of study

|                                                                      |                       |
|----------------------------------------------------------------------|-----------------------|
| QCAA Short Courses                                                   | up to 1               |
| • QCAA Short Course in Aboriginal & Torres Strait Islander Languages |                       |
| • QCAA Short Course in Career Education                              | up to 4               |
| University subjects                                                  | up to 4               |
| Diplomas and Advanced Diplomas                                       | up to 8               |
| Recognised studies categorised as Complementary                      | as recognised by QCAA |

### Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

#### Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

#### Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

## Disclaimer

The ability to run subjects/courses is dependent on the school's available human and physical resources.

Only those students looking at completing an ATAR pathway (University) should select general subjects.

We recommended that students select the highest level of Maths or English that they can be successful in. Subject will only run in 2027/28 based on final student numbers, the school will make the final decisions about subject offerings once SET planning has been completed. The school where necessary will attempt to provide students with alternative opportunities should subjects not run in 2027/28.

Students will *not be able* to select this subject at SET plan interview if outstanding fees are not paid in full (or a payment plan in place) at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject for 2027/28.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4, 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, Nicky Condon, at the earliest convenience.

### ENGLISH

#### General

- English
- English and Literature Extension (Year 12 only)
- Literature

#### Applied

- Essential English

### HUMANITIES

#### General

- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History
- Philosophy & Reason

#### Applied

- Social & Community Studies
- Tourism

### LANGUAGES

- French
- Japanese

### HEALTH AND PHYSICAL EDUCATION

#### General

- Health
- Physical Education

#### Applied

- Sport and Recreation

### THE ARTS

#### General

- Drama
- Music
- Music Extension (Year 12 Only)
- Visual Art

#### Applied

- Visual Arts in Practice

### MATHEMATICS

#### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

#### Applied

- Essential Mathematics

### TECHNOLOGIES

#### General

- Aerospace Systems
- Design
- Engineering

#### Applied

- Building & Constructions Skills
- Engineering Skills
- Furnishing Skills
- Hospitality Practices

### SCIENCE

#### General

- Biology
- Chemistry
- Physics
- Psychology

#### Applied

- Aquatic Practices

# Year 11 Academic Benchmarks

Benchmarks are a critical part of the decision-making process in SET planning. It is the school's mechanism to ensure students have the required preparatory skills for Senior Learning.

To ensure long-term academic success in Senior, students are advised to meet the following benchmarks.

If a student meets benchmark 1, they are able to select that subject in the knowledge that the chances of academic success is high. If the student *does not meet* benchmark 1 the SET plan interviewer will look for evidence from benchmark 2 and so on.

Students intending on achieving a Queensland Certificate of Individual Achievement (QCIA) may access learning from General, Applied or Certificate subjects at an appropriately modified level, as required by the Education (General Provisions) Act 2006 and Education Department's Inclusive Education Policy.

| Type    | Subject           | Benchmark 1                                                                                                                                          | Benchmark 2                                                                                                                                                             | Benchmark 3 |
|---------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| General | Aerospace Systems | In addition:<br><ul style="list-style-type: none"> <li>C in English</li> <li>C in Maths Methods Preparation or General Maths Preparation.</li> </ul> | <ul style="list-style-type: none"> <li>C in Humanities</li> </ul>                                                                                                       |             |
|         | Ancient History   | <ul style="list-style-type: none"> <li>C in Humanities preparatory subjects</li> </ul>                                                               | <ul style="list-style-type: none"> <li>C in Year 10 English</li> </ul>                                                                                                  |             |
|         | Biology           | <ul style="list-style-type: none"> <li>C in Year 10 Biology Prep</li> <li>C in Year 10 English</li> <li>C in Year 10 General Maths Prep</li> </ul>   | <ul style="list-style-type: none"> <li>B in Year 10 Core Science (and HOD Discussion)</li> <li>C in Year 10 English</li> <li>C in Year 10 General Maths Prep</li> </ul> |             |
|         | Business          | <ul style="list-style-type: none"> <li>C in Year 10 Business or C in English</li> <li>C in any level of Mathematics</li> </ul>                       | <ul style="list-style-type: none"> <li>C in any Humanities subject</li> </ul>                                                                                           |             |
|         | Chemistry         | <ul style="list-style-type: none"> <li>C in Year 10 Chemistry Prep</li> <li>C in Year 10 English</li> <li>C in Maths Methods Prep</li> </ul>         | <ul style="list-style-type: none"> <li>A in Year 10 Core Science (and HOD Discussion)</li> <li>C in Year 10 English</li> <li>C in Year 10 Maths Methods Prep</li> </ul> |             |
|         | Design            | <ul style="list-style-type: none"> <li>C in Year 10 Design</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>B in Year 10 English.</li> </ul>                                                                                                 |             |
|         | Drama             | <ul style="list-style-type: none"> <li>C in Year 10 Drama</li> <li>C in Year 10 English</li> </ul>                                                   | Performance audition and interview.                                                                                                                                     |             |
|         | Economics         | <ul style="list-style-type: none"> <li>B in Year 10 Humanities preparatory subjects.</li> <li>Eligible to enrol into General Mathematics.</li> </ul> | <ul style="list-style-type: none"> <li>C in Year 10 English</li> <li>Eligible to enrol into General Mathematics.</li> </ul>                                             |             |
|         | Engineering       | <ul style="list-style-type: none"> <li>C in Year 10 Physics Prep.</li> <li>C in Year 10 English</li> <li>C in Year 10 Maths Methods Prep.</li> </ul> | <ul style="list-style-type: none"> <li>C in Methods or Specialist Prep</li> </ul>                                                                                       |             |
|         | English           | <ul style="list-style-type: none"> <li>C in Year 10 English.</li> </ul>                                                                              | Competency Test                                                                                                                                                         |             |
|         | French            | <ul style="list-style-type: none"> <li>C in Year 10 French</li> <li>C in Year 10 English</li> </ul>                                                  | Fluent in French Speaker and Writer                                                                                                                                     |             |

# Year 11 Academic Benchmarks (Cont'd)

| Type    | Subject                | Benchmark 1                                                                                                                                                                                                                                                        | Benchmark 2                                                                                                                                                              | Benchmark 3                              |
|---------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| General | Geography              | <ul style="list-style-type: none"> <li>C in Year 10 Humanities preparatory subjects.</li> <li>Eligible to enrol into General Mathematics.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>C in Year 10 English</li> </ul> Eligible to enrol into General Mathematics.                                                       |                                          |
|         | Health                 | <ul style="list-style-type: none"> <li>C in Year 10 Health Prep</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>C in Year 10 English</li> </ul>                                                                                                   |                                          |
|         | Japanese               | <ul style="list-style-type: none"> <li>C in Year 10 Japanese</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Successful completion of translation exam, plus interview.</li> </ul>                                                             |                                          |
|         | Legal Studies          | <ul style="list-style-type: none"> <li>C in Humanities preparatory subjects</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>C in Year 10 English</li> </ul>                                                                                                   |                                          |
|         | Literature             | <ul style="list-style-type: none"> <li>B in Year 10 English.</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>C in Year 10 English</li> </ul>                                                                                                   |                                          |
|         | General Mathematics    | <ul style="list-style-type: none"> <li>C in Year 10 General Maths Prep.</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>C in Year 10 Maths Methods Prep.</li> </ul>                                                                                       | Completion of HOD entrance exam – Term 4 |
|         | Mathematics Methods    | <ul style="list-style-type: none"> <li>C in Year 10 Maths Methods Prep.</li> <li>Students are required to have a Ti-NSpire calculator (\$250 to be purchased by parent)</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Completion of HOD entrance exam.</li> </ul>                                                                                       |                                          |
|         | Specialist Mathematics | <ul style="list-style-type: none"> <li>C in Year 10 Maths Methods Prep or Specialist Prep</li> <li>Must choose in conjunction with Mathematics Methods</li> <li>Students are required to have a Ti-NSpire calculator (\$250 to be purchased by parent).</li> </ul> | <ul style="list-style-type: none"> <li>Completion of HOD entrance exam</li> </ul>                                                                                        |                                          |
|         | Modern History         | <ul style="list-style-type: none"> <li>C in Humanities preparatory subjects</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>C in Year 10 English</li> </ul>                                                                                                   |                                          |
|         | Music                  | <ul style="list-style-type: none"> <li>C in Year 10 Music</li> <li>C in Year 10 English</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Performance audition and interview.</li> </ul>                                                                                    |                                          |
|         | Philosophy & Reason    | <ul style="list-style-type: none"> <li>C in Year 10 English</li> <li>C in Year 10 Humanities</li> </ul>                                                                                                                                                            |                                                                                                                                                                          |                                          |
|         | Physical Education     | <ul style="list-style-type: none"> <li>C in Year 10 PE Prep.</li> </ul>                                                                                                                                                                                            | C in Year 10 English                                                                                                                                                     |                                          |
|         | Physics                | <ul style="list-style-type: none"> <li>C in Year 10 Physics Prep.</li> <li>C in Year 10 English</li> <li>C in Year 10 Maths Methods Prep.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>A in Year 10 Core Science (and HOD Discussion)</li> <li>C in Year 10 English</li> <li>C in Year 10 Maths Methods Prep.</li> </ul> |                                          |
|         | Psychology             | <ul style="list-style-type: none"> <li>C in Year 10 Humanities preparatory subjects.</li> <li>Eligible to enrol into General Maths.</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>C in Year 10 English</li> <li>Eligible to enrol into General Maths.</li> </ul>                                                    |                                          |
|         | Visual Art             | <ul style="list-style-type: none"> <li>C in Year 10 Visual Art</li> <li>C in Year 10 English</li> </ul>                                                                                                                                                            | Folio of work plus Interview.                                                                                                                                            |                                          |

# Year 11 Academic Benchmarks (Cont'd)

| Type    | Subject                               | Benchmark 1                                                                                                                                        | Benchmark 2                                                                                                                        | Benchmark 3                            |
|---------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Applied | <b>Aquatic Practices</b>              | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in core science.</li> </ul>                                       | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 English</li> </ul>                     |                                        |
|         | <b>Building &amp; Construction</b>    | ITD experience is an advantage not a requirement.                                                                                                  | Students must have demonstrated satisfactory workplace health and safety requirements in Year 10 Industrial Technology and Design. | Request to Join Subject form completed |
|         | <b>Engineering Skills</b>             | ITD experience is an advantage not a requirement.                                                                                                  | Students must have demonstrated satisfactory workplace health and safety requirements in Year 10 subjects.                         | Request to Join Subject form completed |
|         | <b>Essential English</b>              | Recommended for Non ATAR students.                                                                                                                 |                                                                                                                                    |                                        |
|         | <b>Essential Mathematics</b>          | Students in the year 10 Essential Maths preparation must choose this subject.                                                                      |                                                                                                                                    |                                        |
|         | <b>Furnishing Skills</b>              | ITD experience is an advantage not a requirement                                                                                                   | Students must have demonstrated satisfactory workplace health and safety requirements in Year 10 Industrial Technology and Design. | Request to Join Subject form completed |
|         | <b>Hospitality Practices</b>          | Hospitality experience is an advantage not a requirement                                                                                           | Students must have demonstrated satisfactory workplace health and safety requirements in Year 10 subjects                          | Request to Join Subject form completed |
|         | <b>Social &amp; Community Studies</b> | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Humanities preparatory subjects</li> </ul>                     | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 English</li> </ul>                     |                                        |
|         | <b>Sport &amp; Recreation</b>         | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Sport and Rec / PE preparatory subjects</li> </ul>             | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 English</li> </ul>                     |                                        |
|         | <b>Tourism</b>                        | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Humanities preparatory subjects</li> </ul>                     | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 English</li> </ul>                     |                                        |
|         | <b>Visual Art in Practice</b>         | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 Visual Art</li> <li>• C in Year 10 English.</li> </ul> | Folio of work plus Interview.                                                                                                      |                                        |

## Year 11 Academic Benchmarks (Cont'd)

| Type                 | Subject                                                  | Benchmark 1                                                                                                    | Benchmark 2                                                                                            | Benchmark 3 |
|----------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------|
| <b>V<br/>E<br/>T</b> | <b>Certificate III in Business</b>                       | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 English</li> </ul> | <ul style="list-style-type: none"> <li>• C in Year 10 Business</li> </ul>                              |             |
|                      | <b>Certificate IV in Justice Studies</b>                 | It is recommended that students have: <ul style="list-style-type: none"> <li>• C in Year 10 English</li> </ul> |                                                                                                        |             |
|                      | <b>Certificate III in Health Services Assistance</b>     | Must have completed Connect N Grow's Certificate II Health Support Services                                    |                                                                                                        |             |
|                      | <b>Certificate III in Sport, Aquatics and Recreation</b> | NIL                                                                                                            |                                                                                                        |             |
|                      | <b>Diploma of Business</b>                               | Achieving an average B standard across Year 10 subjects                                                        | <ul style="list-style-type: none"> <li>• B in Year 10 English</li> <li>• B in Year 10 Maths</li> </ul> |             |

\*Students will require a laptop to access all Certificate course work and assessment.



Students who study Aerospace Systems learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, safety management systems (including human factors), and systems thinking, enabling them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions. Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and make proposals concerning solutions. This learnt ability provides students with the higher order cognitive capacity to engage with problems that exist in an exciting and dynamic technological world. Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences, improving their ability to interpret events, analyse situations and comprehend cause-and-effect relationships. Through their study of Aerospace Systems, students appreciate that short-term fixes may have long-term implications. Students recognise the complexity of global, national and local community problem situations and understand the challenges faced in generating sustainable and durable solutions.

## Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

## Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

| Unit 1                                                                                                                                                                                                                                           | Unit 2                                                                                                                                                                                                         | Unit 3                                                                                                                                                                                                                                                                                                                 | Unit 4                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction to aerospace systems</b> <ul style="list-style-type: none"> <li>• Solving aerospace problems</li> <li>• Aerospace industries</li> <li>• Aerodynamics</li> <li>• Aircraft systems</li> <li>• Aerospace weather systems</li> </ul> | <b>Aerospace technologies</b> <ul style="list-style-type: none"> <li>• Operational assets</li> <li>• Operational environments</li> <li>• Operational control systems</li> <li>• Future applications</li> </ul> | <b>Aerospace ecosystems</b> <ul style="list-style-type: none"> <li>• Aerospace regulatory systems</li> <li>• Human performance</li> <li>• Safety management systems and human factors</li> <li>• Operational accident and incident investigation processes</li> <li>• Airport and airline operation systems</li> </ul> | <b>Aircraft performance systems and human factors</b> <ul style="list-style-type: none"> <li>• Airspace management</li> <li>• Aircraft performance</li> <li>• Aircraft maintenance</li> <li>• Aircraft navigation and radio communication technologies</li> <li>• Human performance and limitations</li> </ul> |

## 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% |
| • Aerospace solution                   |     | • Aerospace solution                   |     |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA):    | 25% |
| • Examination — combination response   |     | • Examination — combination response   |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac)**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1                                                                                                                                                  | Unit 2                                                                                                                                                                                             | Unit 3                                                                                                                                                    | Unit 4                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies</li> </ul> | <b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality from the Ancient World 1 – Emperor Qin</li> <li>• Personality from the Ancient World 2 - Caesar</li> </ul> | <b>Reconstructing the Ancient World</b> <ul style="list-style-type: none"> <li>• Fifth Century Athens (BCE)</li> <li>• Pompeii and Herculaneum</li> </ul> | <b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.</p> |

## 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% |
| • Examination — extended response      |     | • Investigation                        |     |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA):    | 25% |
| • Investigation                        |     | • Examination — short responses        |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Exchange of nutrients and wastes</li> <li>• Cellular energy, gas exchange and plant physiology</li> </ul> | <b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis — thermoregulation and osmoregulation</li> <li>• Infectious disease and epidemiology</li> </ul> | <b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity and populations</li> <li>• Functioning ecosystems and succession</li> </ul> | <b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• Genetics and heredity</li> <li>• Continuity of life on Earth</li> </ul> |

## 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"><li>• Data test</li></ul>                           | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul> | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>                  | 20% |                                                                                                                 |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |     |                                                                                                                 |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Business creation</b> <ul style="list-style-type: none"> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul> | <b>Business growth</b> <ul style="list-style-type: none"> <li>Establishment of a business</li> <li>Entering markets</li> </ul> | <b>Business diversification</b> <ul style="list-style-type: none"> <li>Competitive markets</li> <li>Strategic development</li> </ul> | <b>Business evolution</b> <ul style="list-style-type: none"> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul> |

## 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"> <li>Examination — combination response</li> </ul> |     | <ul style="list-style-type: none"> <li>Feasibility report</li> </ul>                 |     |
| Summative internal assessment 2 (IA2):                                               | 25% | Summative external assessment (EA):                                                  | 25% |
| <ul style="list-style-type: none"> <li>Business report</li> </ul>                    |     | <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul> |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

Chemistry is the study of materials and their properties and structure and is regarded as the general Science. 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                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul> | <b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul> | <b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul> | <b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul> |

## 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"><li>• Data test</li></ul>                           | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul> | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>                  | 20% |                                                                                                                 |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |     |                                                                                                                 |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

## Structure

| Unit 1                                                                                                     | Unit 2                                                                                                                | Unit 3                                                                                                 | Unit 4                                                                                                               |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>• Designing for others</li> </ul> | <b>Commercial design influences</b> <ul style="list-style-type: none"> <li>• Responding to needs and wants</li> </ul> | <b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul> | <b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>• Responding to opportunities</li> </ul> |

## 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):<br>• Design challenge | 20% | Summative internal assessment 3 (IA3):<br>• Project                      | 25% |
| Summative internal assessment 2 (IA2):<br>• Project          | 30% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### Course Fee - \$130 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager at the earliest convenience.

**Any excursions will incur an additional fee.**

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.

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.

### 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                                                       |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Share</b><br>How does drama promote shared understandings of the human experience? | <b>Reflect</b><br>How is drama shaped to reflect lived experience? | <b>Challenge</b><br>How can we use drama to challenge our understanding of humanity? | <b>Transform</b><br>How can you transform dramatic practice? |

## Assessment

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

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

### Summative assessments

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**



The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-

contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

### Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics,

- econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

### Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

## Structure

| Unit 1                                                                                                                                                      | Unit 2                                                                                                                                                       | Unit 3                                                                                                                                   | Unit 4                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Markets and models</b> <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul> | <b>Modified markets</b> <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Case options of market measures and strategies</li> </ul> | <b>International economics</b> <ul style="list-style-type: none"> <li>• International trade</li> <li>• Global economic issues</li> </ul> | <b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic indicators and past budget stances</li> <li>• Economic management</li> </ul> |

## 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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Examination — extended response | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation                      | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any required excursions will incur an additional fee.**

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine success criteria, develop and communicate ideas and propose, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

## Pathways

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

## Objectives

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

- Recognise and describe engineering problems, knowledge, concepts and principles.
- Symbolise and explain ideas and solutions.
- Analyse problems and information.
- Determine success criteria for engineering problems.
- Synthesise information and ideas to propose possible solutions.
- Generate prototype solutions to provide data to determine the feasibility of solutions.
- Evaluate and refine ideas and solutions to make justified recommendations.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

| Unit 1                                                                                                                                                                                           | Unit 2                                                                                                                                                             | Unit 3                                                                                                                                                                                | Unit 4                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Engineering fundamentals</b> <ul style="list-style-type: none"> <li>• Engineering in society</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> </ul> | <b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs in society</li> <li>• Emerging processes, machinery and automation</li> </ul> | <b>Civil structures</b> <ul style="list-style-type: none"> <li>• Civil structures in society</li> <li>• Civil structures and forces</li> <li>• Civil engineering materials</li> </ul> | <b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Machines, mechanisms and control</li> <li>• Materials</li> </ul> |

## 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% |
| • Engineered Solution                 |     | • Engineered Solution                 |     |
| Summative Internal Assessment 2 (IA2) | 25% | Summative External Assessment (EA)    | 25% |
| • Examination – Combination Response  |     | • Examination – Combination Response  |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### Course Fee – \$20 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any required excursions will incur an additional fee.**

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

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

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

## 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/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                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul> | <b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul> | <b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul> | <b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul> |

## 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):<br>• Spoken persuasive response             | 25% | Summative internal assessment 3 (IA3):<br>• Examination — extended response | 25% |
| Summative internal assessment 2 (IA2):<br>• Written response for a public audience | 25% | Summative external assessment (EA):<br>• Examination — extended response    | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any required excursions will incur an additional fee.**

English & Literature Extension is an extension of both the English (2025) and the Literature (2025) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

### Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing

the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

### Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

## Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

| Unit 3                                                                                                                                       | Unit 4                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ways of reading</b> <ul style="list-style-type: none"><li>• Readings and defences</li><li>• Defence of a complex transformation</li></ul> | <b>Exploration and evaluation</b> <ul style="list-style-type: none"><li>• Extended academic research paper</li><li>• Theorised exploration of texts</li></ul> |

## 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).

| Unit 3                                                                                                                       |     | Unit 4                                                                                                                |     |
|------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Reading and defence</li></ul>                 | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Academic research paper</li></ul>      | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Defence of a complex transformation</li></ul> | 20% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any required excursions will incur an additional fee.**



French provides students with the opportunity to reflect on their understanding of the French language and the diverse communities that use it, while also supporting the effective negotiation of experiences and meaning across cultures and languages. Students engage in a variety of interactions where they exchange meaning, develop intercultural awareness, and actively participate in interpreting and producing written, spoken, and visual texts.

Students communicate with people from French-speaking communities to explore the purpose and nature of language and to deepen their understanding of linguistic structures. They acquire language in authentic social and cultural contexts, using it to communicate across a range of situations and for various purposes.

Students are exposed to and evaluate a wide array of text types; they adapt their thinking to integrate linguistic and intercultural knowledge as well as textual conventions; and they create texts suited to different contexts, intentions, and audiences.

## 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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

## Structure

| Unit 1                                                                                                                                                             | Unit 2                                                                                                                                                                                                            | Unit 3                                                                                                                                                                                                                                            | Unit 4                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ma vie: <b>My world</b></p> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul> | <p>L'exploration du monde: <b>Exploring our world</b></p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Japanese culture to the world</li> </ul> | <p>Notre société; culture et identité : <b>Our society; culture and identity</b></p> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul> | <p>Mon présent; mon avenir: <b>My present; my future</b></p> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul> |

## Assessment

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

| Unit 3                                                                                                                 |     | Unit 4                                                                                                                       |     |
|------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Examination — short response</li></ul>    | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Multimodal presentation and interview</li></ul> | 30% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Examination — extended response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>Examination — combination response</li></ul>       | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any required excursions will incur an additional fee.**

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of

scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

### Pathways

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

### Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

## Structure

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

## 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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Data report                     | 25% |
| Summative internal assessment 2 (IA2):<br>• Field report                       | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any required excursions will incur an additional fee.**

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and

problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

### Pathways

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

### Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

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

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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 Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

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

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

## Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning

- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

## Structure

| Unit 1                                                                                                                                    | Unit 2                                                                                                                                                                                                   | Unit 3                                                                                                                                                                                                              | Unit 4                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>私の暮らし —</b><br><b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul> | <b>私達の世界をたんけんする —</b><br><b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel and exploration</li> <li>• Social customs</li> <li>• Japanese influences around the world</li> </ul> | <b>私達の社会、文化とアイデンティティー — Our society; culture and identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sports</li> <li>• Groups in society</li> </ul> | <b>□ 今 □ □ □ 将来 —</b><br><b>My future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul> |

## 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):  | 30% |
| • Examination — short response         |     | • Multimodal presentation and interview |     |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA):     | 25% |
| • Examination — extended response      |     | • Examination — combination response    |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**



Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences. Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

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

are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## 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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — analytical essay | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — inquiry report     | 25% | Summative external assessment (EA):<br>• Examination — combination response  | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

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

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

### Pathways

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

### Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>Ways literary texts are received and responded to</li> <li>How textual choices affect readers</li> <li>Creating analytical and imaginative texts</li> </ul> | <b>Intertextuality</b> <ul style="list-style-type: none"> <li>Ways literary texts connect with each other — genre, concepts and contexts</li> <li>Ways literary texts connect with each other — style and structure</li> <li>Creating analytical and imaginative texts</li> </ul> | <b>Literature and identity</b> <ul style="list-style-type: none"> <li>Relationship between language, culture and identity in literary texts</li> <li>Power of language to represent ideas, events and people</li> <li>Creating analytical and imaginative texts</li> </ul> | <b>Independent explorations</b> <ul style="list-style-type: none"> <li>Dynamic nature of literary interpretation</li> <li>Close examination of style, structure and subject matter</li> <li>Creating analytical and imaginative texts</li> </ul> |

## 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"> <li>Examination — extended response</li> </ul> |     | <ul style="list-style-type: none"> <li>Imaginative response</li> </ul>            |     |
| Summative internal assessment 2 (IA2):                                            | 25% | Summative external assessment (EA):                                               | 25% |
| <ul style="list-style-type: none"> <li>Imaginative response</li> </ul>            |     | <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul> |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

## Assessment

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

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

### Summative assessments

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul> | <b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul> | <b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul> | <b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul> |

## 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%<br>Problem-solving and modelling task |     |                                                                          |     |
| Summative internal assessment 2 (IA2):<br>• Examination — short response         | 15% | Summative internal assessment 3 (IA3):<br>• Examination — short response | 15% |
| Summative external assessment (EA): 50%<br>• Examination — combination response  |     |                                                                          |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac) and TI-NSpire graphics calculator.**

**Course Fee - Nil**

**Any excursions will incur an additional fee.**



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

## 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"> <li>• Problem-solving and modelling task</li> </ul>                                         |     | <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul> |     |
| Summative internal assessment 2 (IA2):                                                                                         | 15% |                                                                                  |     |
| <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>                                               |     |                                                                                  |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> |     |                                                                                  |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac) and TI-NSpire graphics calculator.**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas in the Modern World</b><br>Schools select two of the following topics to study in this unit: <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)</li> <li>• French Revolution, 1789–1799 (Estates General meets – New Consulate established)</li> </ul> | <b>Movements in the Modern World</b><br>Schools select two of the following topics to study in this unit: <ul style="list-style-type: none"> <li>• Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)</li> <li>• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)</li> </ul> | <b>National experiences in the Modern World</b><br>Schools select two of the following topics to study in this unit: <ul style="list-style-type: none"> <li>• Germany since 1914 (World War I begins)</li> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> </ul> | <b>International experiences in the Modern World</b><br>Schools select one of the following topics to study in this unit: <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945 (World War II in the Pacific ends)</li> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> </ul><br>Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented. |

## Assessment

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

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

### Summative assessments

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1                                                                                                                                                                                                                                           | Unit 2                                                                                                                                                                                                                                                                                     | Unit 3                                                                                                                                                                                          | Unit 4                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Designs</b><br>Through inquiry learning, the following is explored:<br><br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | <b>Identities</b><br>Through inquiry learning, the following is explored:<br><br>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? | <b>Innovations</b><br>Through inquiry learning, the following is explored:<br><br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | <b>Narratives</b><br>Through inquiry learning, the following is explored:<br><br>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"><li>• Performance</li></ul>                      | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul> | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Composition</li></ul>                      | 20% |                                                                                                  |     |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> |     |                                                                                                  |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

# Music Extension (Year 12 only)

## General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

## Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

## Objectives

### Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

### Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

## Structure

| Unit 3                                                                                                                                              | Unit 4                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul> | <b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul> |

## 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).

**Note:** The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

### Summative assessments — Composition specialisation

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

### Summative assessments — Musicology specialisation

| Unit 3                                                                                                                  |     | Unit 4                                                                                                    |     |
|-------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Investigation 1</li></ul>                  | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Musicology project</li></ul> | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Investigation 2</li></ul>                  | 20% |                                                                                                           |     |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>Examination — extended response</li></ul> |     |                                                                                                           |     |

### Summative assessments — Performance specialisation

| Unit 3                                                                       |     | Unit 4                                                          |     |
|------------------------------------------------------------------------------|-----|-----------------------------------------------------------------|-----|
| Summative internal assessment 1 (IA1):<br>• Performance 1                    | 20% | Summative internal assessment 3 (IA3):<br>• Performance project | 35% |
| Summative internal assessment 2 (IA2):<br>• Performance 2                    | 20% |                                                                 |     |
| Summative external assessment (EA): 25%<br>• Examination — extended response |     |                                                                 |     |

**Students must be enrolled into Music (General) to be eligible for entry into Music Extension in Year 12.**

**Entry into course subject to an audition.**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**



Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems. Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility and collaboration and communication.

## Structure

| Unit 1                                                                                                                                                                                                                                                     | Unit 2                                                                                                                                                           | Unit 3                                                                                                                                                       | Unit 4                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Fundamentals of reason</b> <ul style="list-style-type: none"> <li>The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy.</li> <li>There are no discrete topics in this unit.</li> </ul> | <b>Reason in philosophy</b> <ul style="list-style-type: none"> <li>Philosophy of religion</li> <li>Philosophy of science</li> <li>Philosophy of mind.</li> </ul> | <b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"> <li>Moral philosophy</li> <li>Philosophical schools of thought.</li> </ul> | <b>Social and political philosophy</b> <ul style="list-style-type: none"> <li>Rights</li> <li>Political philosophy.</li> </ul> |

## 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):<br>• Examination — extended response      | 25% | Summative internal assessment 3 (IA3):<br>• Extended response — analytical essay | 25% |
| Summative internal assessment 2 (IA2):<br>• Extended response — analytical essay | 25% | Summative external assessment (EA):<br>• Examination — extended response         | 25% |

**Special Conditions**

Philosophy & Reason will be offered as an **online Virtual Academy**.

Specific days and times are yet to be determined; however, it is likely to be delivered with two sessions before school and one session after school.

This subject is offered in conjunction with Noosa District State High School and Sunshine Beach State High School with a limited number of places available.

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 2, 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 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 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:

- explain concepts and principles about movement
- 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.
- demonstrate specialised movement sequences and movement strategies

### Structure

| Unit 1                                                                                                                                                                                      | Unit 2                                                                                                                                                                                                                                      | Unit 3                                                                                                                                                                                                                                  | Unit 4                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Equity — barriers and enablers</li> </ul> | <b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul> | <b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> <li>• Sport - Badminton</li> </ul> | <b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> <li>• Sport – Netball</li> <li>• Excursion – Gym</li> </ul> |

## 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"><li>• Project — folio</li></ul>        | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul>                 | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — report</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any additional excursions will incur a fee.**

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

## 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"><li>• Data test</li></ul>                           | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul> | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>                  | 20% |                                                                                                                 |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |     |                                                                                                                 |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul> | <b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul> | <b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul> | <b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul> |

### 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"><li>• Data test</li></ul>                           | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul> | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>                  | 20% |                                                                                                                 |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |     |                                                                                                                 |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**



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.

### 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                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul> | <b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul> | <b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul> | <b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul> |

## 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):                                        | 30% |
| <ul style="list-style-type: none"> <li>• Investigation — inquiry phase 1</li> </ul>                                         |     | <ul style="list-style-type: none"> <li>• Project — inquiry phase 3</li> </ul> |     |
| Summative internal assessment 2 (IA2):                                                                                      | 25% |                                                                               |     |
| <ul style="list-style-type: none"> <li>• Project — inquiry phase 2</li> </ul>                                               |     |                                                                               |     |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul> |     |                                                                               |     |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### Course Fee – \$165 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager at the earliest convenience.

**Any excursions will incur an additional fee.**

### Disclaimer

**Students looking at completing a NON ATAR pathway (Apprenticeship, Traineeship or Full-time employment) should select Applied subjects.**

We recommended that students select the highest level of Maths or English that they can be successful in.

Subjects will only run based on final student numbers, the school will make the final decisions about subject offerings once SET planning has been completed. Where necessary, the school will attempt to provide students with alternative opportunities should subjects not run.

Students will not be able to select a fee-paying subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview.

In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4, 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

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

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

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

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

manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

### Pathways

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

### Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## Structure

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

| Unit option   | Unit title                                       |
|---------------|--------------------------------------------------|
| Unit option A | Aquatic ecosystems (Yr 12 Unit 3)                |
| Unit option B | Coastlines and navigation (Yr 12 Unit 4)         |
| Unit option C | Recreational and commercial fishing (Y11 Unit 1) |
| Unit option D | Aquariums and aquaculture                        |
| Unit option E | Using the aquatic environment (Year 11 Unit 2)   |
| Unit option F | Marine vessels                                   |

The Highlighted Unit Options are undertaken units

## Assessment

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

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

To participate fully in this course students will require a BYO laptop (Windows or Mac), Snorkelling equipment (Fins, mask, and snorkel).

**Course Fee – \$880 which covers Year 11 (Fishing, Lures, Snorkelling lessons – Tangalooma) and Year 12 (Lady Musgrave – Overnight – Coral Watch), Kayaking – Mangrove Watch, Boating/navigation)**

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager at the earliest convenience.

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and

civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

### Objectives

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

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

As a new initiative through our Building and Construction Course, Coolum State High School is offering students an opportunity to attain their White Card. A White Card (officially called **CPCWHS1001 - Prepare to work safely in the construction industry**) is a mandatory safety induction certificate required for anyone performing construction work in Australia. It confirms holders understand safety risks and regulations, allowing them to enter and work on construction sites legally.

- Please advise if your child is interested in completing this optional course.
- The course will cost \$89 per student. The usual cost for this course outside of school is \$160 per/person.
- The course will run during exam block.
- The course will be run by outside providers, Diggerman (RTO 31589).

## Structure

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

| Unit option   | Unit title                                       |
|---------------|--------------------------------------------------|
| Unit option A | Site preparation and foundations                 |
| Unit option B | Framing and cladding                             |
| Unit option C | Fixing and finishing                             |
| Unit option D | Construction in the domestic building industry   |
| Unit option E | Construction in the commercial building industry |
| Unit option F | Construction in the civil construction industry  |

## Assessment

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

| Technique               | Description                                                                                                                                     | Response requirements                                                                                                                                                                                                                                                                   |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practical demonstration | Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures. | <b>Practical demonstration</b><br>Practical demonstration: the skills and procedures used in 3–5 production processes<br><b>Documentation</b><br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media                   |
| Project                 | Students construct a unit context structure and document the construction process.                                                              | <b>Structure</b><br>Structure: 1 unit-specific structure constructed using the skills and procedures in 5–7 production processes<br><b>Construction process</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### Course Fee – \$400 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities. Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors.

Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

### Objectives

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

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



## Structure

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

| Unit option   | Unit title                                           |
|---------------|------------------------------------------------------|
| Unit option A | Fitting and machining                                |
| Unit option B | Welding and fabrication                              |
| Unit option C | Sheet metal working                                  |
| Unit option D | Production in the structural engineering industry    |
| Unit option E | Production in the transport engineering industry     |
| Unit option F | Production in the manufacturing engineering industry |

## Assessment

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

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### Course Fee – \$400 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

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

## Structure

| Unit 1                                                                                                                    | Unit 2                                                                                                                            | Unit 3                                                                                                                                                                                                                            | Unit 4                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language that works</b> <ul style="list-style-type: none"><li>• Responding to texts</li><li>• Creating texts</li></ul> | <b>Texts and human experiences</b> <ul style="list-style-type: none"><li>• Responding to texts</li><li>• Creating texts</li></ul> | <b>Language that influences</b> <ul style="list-style-type: none"><li>• Creating and shaping perspectives on community, local and global issues in texts</li><li>• Responding to texts that seek to influence audiences</li></ul> | <b>Representations and popular culture texts</b> <ul style="list-style-type: none"><li>• Responding to popular culture texts</li><li>• Creating representations of Australian identities, places, events and concepts</li></ul> |

## 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"><li>• Spoken response</li></ul>                  | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Multimodal response</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul> | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Written response</li></ul>      |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

## 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"><li>• Problem-solving and modelling task</li></ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>   | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>         |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing

industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

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

### Objectives

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

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

## Structure

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

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

## Assessment

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

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac)**

**Course Fee – \$400 which covers Year 11 and 12**

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

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

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

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment

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

### Pathways

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

### Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.



## Structure

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

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

## Assessment

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

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### Course Fee – \$350 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4, 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

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 F | Arts and identity                   |

## Assessment

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

| Technique         | Description                                                                                                                                   | Response requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project           | Students develop recommendations or provide advice to address a selected issue related to the unit context.                                   | <p><b>Item of communication</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 400 words</li> </ul> |
| Extended response | Students respond to stimulus related to issue that is relevant to the unit context.                                                           | <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| Investigation     | Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response. | <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

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

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

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

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

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

### Pathways

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

### Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

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

| Unit option   | Unit title                                       |
|---------------|--------------------------------------------------|
| Unit option D | Coaching and officiating                         |
| Unit option E | Community recreation                             |
| Unit option F | Emerging trends in sport, fitness and recreation |
| Unit option K | Outdoor leadership                               |

## Assessment

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

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

**To participate fully in this course students will require a BYO laptop (Windows or Mac), with video editing software.**

### Course Fee – \$250 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Additional/Optional Expenses (Year 11 & 12) - Invoiced activities throughout the course to further provide students with community sport and recreation opportunities.**

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

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

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

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

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social,

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

### Pathways

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

### Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

### Structure

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

| Unit option   | Unit title                   |
|---------------|------------------------------|
| Unit option A | Tourism and travel           |
| Unit option B | Tourism marketing            |
| Unit option C | Tourism trends and patterns  |
| Unit option E | Tourism industry and careers |

## Assessment

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

| Technique     | Description                                                                                   | Response requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investigation | Students investigate a unit related context by collecting and examining data and information. | <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |
| Project       | Students develop a traveller information package for an international tourism destination.    | <p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> |

To participate fully in this course students will require a BYO laptop (Windows or Mac).

**Course Fee – Nil**

**Any excursions will incur an additional fee.**

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

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with

and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

### Pathways

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

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

### Objectives

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

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

### Structure

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

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



## Assessment

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

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

### Course Fee – \$165 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and Certificate Subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

## Disclaimer

The school must have certain teachers and equipment to run the following VET courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel a course if it is unable to meet requirements.

Students are not guaranteed a certificate. They are given opportunities and support throughout the course for successful completion.

Students *will not be able* to select subjects with additional fees at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the **remaining 50% of additional fees are due Term 4 6 November, 2026.**

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

## Refund Policy

If a change of subject occurs or if the course is cancelled after commencement and full payment of course, a pro-rata refund will be applied. This policy applies to VET courses where Coolum High School is the RTO.

## UNIQUE STUDENT IDENTIFIER (USI Number)

### Who needs a USI?

School students participating in nationally recognised accredited training (VET certificates) will require a USI to enable each student's account to be linked to the National VET Data Collection.

### Why do students need a USI?

From 1 January 2015, an RTO is only able to issue a statement of attainment or certificate when a student has a USI. It allows students to easily access secure transcripts of their achievements, for example, to provide evidence when applying for a job or to undertake further study.

### How to apply for a USI?

A student can create a USI at the Australian Government USI Website at <http://www.usi.gov.au/Pages/default.aspx>. There is no cost to students.

## Certificate III in Health Services Assistance (HLT33115) Completed in Year 11

**Must have completed Certificate II in Health Support Services (HLT23221) in Year 10 2026**

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



### HLT33115 Certificate III in Health Services Assistance (including HLT23221 Certificate II in Health Support Services)

#### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

#### Duration and location

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

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

#### Fees

The cost of this course is \$599 and is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

#### QCE Credits

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

## Certificate III in Health Services Assistance (HLT33115) Completed in Year 11

**Must have completed Certificate II in Health Support Services (HLT23221) in Year 10 2026**

### Course units Year 1 (Certificate II units)

(HLT23221 Certificate II Health Support Services units) Year 10 2026

| Unit code  | Title                                                                      |
|------------|----------------------------------------------------------------------------|
| CHCCOM005  | Communicate and work in health or community services *                     |
| HLTWHS001  | Participate in workplace health and safety *                               |
| CHCDIV001  | Work with diverse people *                                                 |
| HLTINF006  | Apply basic principles and practices of infection prevention and control * |
| CHCCCS010  | Maintain a high standard of Service *                                      |
| HLTHSS011  | Maintain stock inventory                                                   |
| BSBPEF202B | Plan and apply time management                                             |
| BSBINS201  | Process and maintain workplace information                                 |
| HLTHSS009  | Perform general cleaning tasks in a clinical setting                       |
| HLTWHS005  | Conduct manual tasks safely                                                |
| BSBOPS203  | Deliver a service to customers                                             |
| CHCPRP005  | Engage with health professionals and the health system *                   |

\*units Credit Transferred from Cert II into the Cert III

### Course units Year 2 (Certificate III units)

| Unit code | Title                                                            |
|-----------|------------------------------------------------------------------|
| HLTAAP001 | Recognise healthy body systems                                   |
| BSBMED301 | Interpret and apply medical terminology                          |
| BSBWOR301 | Organise personal work priorities and development                |
| HLTAID011 | Provide first aid                                                |
| HLTAID009 | Provide cardiopulmonary resuscitation                            |
| HLTAID010 | Provide basic emergency life support                             |
| CHCINM002 | Meet community information needs                                 |
| CHCCCS009 | Facilitate responsible behaviour                                 |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |

### Assessment

Assessment is competency based.

Assessment techniques include:

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

### Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

### Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

### Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## AIN Nano Qualification (Assistant in Nursing) Completed in Year 12

**Must have completed Certificate III in Health Services Assistance (HLT33115) in Year 11 2027**

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



### Assistance in Nursing work in Acute Care Specialisation which forms part of HLT33115 Certificate III in Health Services Assistance

#### Qualification description

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

To achieve this qualification with this AIN specialisation, the student must complete at least 80 hours of clinical placement under the supervision of a Registered Nurse.

No licensing, legislative, regulatory or certification requirements apply. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

Completion of HLT23221 Certificate II in Health Services Support and HLT33115 Certificate III in Health Services Assistance is required.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

#### Duration and location

This is a six month course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

#### HLT33115 Certificate III in Health Services Assistance – Assistance in Nursing work in Acute Care Specialisation

| Unit code | Title                                                           |
|-----------|-----------------------------------------------------------------|
| CHCCCS002 | Assist with movement                                            |
| CHCCCS020 | Respond effectively to behaviours of concern                    |
| CHCCCS026 | Transport individuals                                           |
| HLTAIN001 | Assist with nursing care in an acute care environment           |
| HLTAIN002 | Provide non-client contact support in an acute care environment |

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning
- 80 hours of placement

#### Fees

The total Fee for Service cost of these courses is \$250.

#### Assessment

Assessment is competency based. Assessment techniques include:

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

#### Placement

To achieve this Qualification with specialization, the candidate must have completed at least 80 hours of work Placement.

#### Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

#### Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Certificate III in Community Services (CHC32015) Completed in Year 12

**Must have completed Certificate III in Health Services Assistance (HLT33115) in Year 11 2027**

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



### CHC32015 Certificate III in Community Services (including HLT23221 Certificate II in Health Support Services (Year 10 2026) and HLT33115 Certificate III in Health Services Assistance (Year 11 2027))

#### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to [training.gov.au](https://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

#### Duration and location

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

#### Course units Year 1 (HLT23221 Certificate II Health Support Services units) Year 10 2026

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

#### Course units Year 2 (Certificate III Health Services Assistance units) Year 11 2027

\*units will be credit transferred from HLT23221

| Unit Code   | Title                                                             |
|-------------|-------------------------------------------------------------------|
| CHCINM002   | Meet community information needs                                  |
| CHCDIV002   | Promote Aboriginal and/or Torres strait Islander cultural safety# |
| HLTAAP001   | Recognise healthy body systems#                                   |
| BSBMED301   | Interpret and apply medical terminology appropriately             |
| BSBWORK301* | Organise personal work priorities and development.                |
| BSBPEF301   | Organise personal work priorities #                               |
| CHCCCS009   | Facilitate responsible behaviour #                                |
| HLTAID009   | Provide cardiopulmonary resuscitation#                            |
| HLTAID010   | Provide basic emergency life support                              |
| HLTAID011   | Provide First Aid#                                                |

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

#### Fees

The cost of this course is \$NIL.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

#### QCE Points

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

#### Assessment

Assessment is competency based. Assessment techniques include:

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

#### Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

#### Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

## Certificate III in Community Services (CHC32015) Completed in Year 12

**Must have completed Certificate III in Health Services Assistance (HLT33115) in Year 11 2027**

### Course units Year 2 (CHC32015 Certificate III Community Services units)

\*units will be credit transferred from HLT23221

# units will be credit transferred from HLT33115

| Unit Code | Title                                                  |
|-----------|--------------------------------------------------------|
| CHCCOM001 | Provide first point of contact                         |
| HLTWHS006 | Manage personal work stressors in the work environment |
| CHCCCS016 | Respond to client needs                                |
| HLTWHS002 | Follow safe work practices for direct client care      |

### Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Expectations and Homework

Online user platform with resources and assessment online. Lessons are conducted face-to-face with both practical and written components.

**To participate fully in this course students will require a BYO laptop (Windows or Mac)**

**Course Fee - \$599 (Cert III Health fee)**

**Co-Contribution Fee - \$75**

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

# CERTIFICATE III IN BUSINESS (BSB30120)

DELIVERED IN CONJUNCTION RTO 31319)

## Why study this course?

This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community. This program also includes student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss. An excellent work readiness program where students develop a range of essential workplace skills.

## Students will acquire skills in:

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

## Pathway options may include:

- Pathway to Certificate IV or Diploma in Business, or University Degree pathway

## What will students achieve?

- BSB30120 Certificate III in Business (8 QCE credits max)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## Units of Competency

| Code                                    | Title                                            | Code      | Title                                                |
|-----------------------------------------|--------------------------------------------------|-----------|------------------------------------------------------|
| BSBPEF201                               | Support personal wellbeing in the workplace      | BSBXTW301 | Work in a team                                       |
| BSBPEF301                               | Organise personal work priorities                | BSBCRT311 | Apply critical thinking skills in a team environment |
| FNSFLT311                               | Develop and apply knowledge of personal finances | BSBTEC301 | Design and produce business documents                |
| BSBWHS311                               | Assist with maintaining workplace safety         | BSBWRT311 | Write simple documents                               |
| BSBSUS211                               | Participate in sustainable work practices        | BSBTEC201 | Use business software applications                   |
| BSBXCM301                               | Engage in workplace communication                | BSBTEC203 | Research using the internet                          |
| BSBTWK301                               | Use inclusive work practices                     |           |                                                      |
| Optional additional units of competency |                                                  |           |                                                      |
| BSBCMM411                               | Make presentations*                              | BSBPEF402 | Develop personal work priorities*                    |



# CERTIFICATE III IN BUSINESS (BSB30120)

DELIVERED IN CONJUNCTION RTO 31319)

## How will the students be assessed?

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

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

**Course Fee - \$395** Binnacle Training Fees

**Entry Requirements - Nil.**

## Language, Literacy, Numeracy and Digital Literacy Skills

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

## Third Party Agreement

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

## Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an 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: <https://www.binnacletraining.com.au/product-disclosure-statement/>

## Expectations and Homework

As this subject is dynamic and technology is ever changing, a home internet connection would be advantageous. Students will be required to undertake assignment work at times during class and home time. Students will access the Binnacle website and upload assessment items to their own account held by Binnacle.

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

## Course Fee - \$395 which covers Year 11 and 12

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Finance Manager, at the earliest convenience.

**Any excursions will incur an additional fee.**

Further information available: <https://www.binnacletraining.com.au/>

# CERTIFICATE III IN SPORT, AQUATICS AND RECREATION (SIS30122) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

## Why study this course?

This qualification reflects the role of individuals with well-developed skills and knowledge to deliver recreational services. Students assist with facilitation of sport and recreation programs within their school community including:

- Officiating games
- Conducting coaching sessions
- Community sport, fitness and recreation programs.

## Students will acquire skills in:

- Officiating games or competitions
- Coaching beginner participants to develop fundamental skills
- Effective communication skills
- Use digital technologies in sports environments

## Pathway options may include:

- Club level coach or official (When combined with individual sport's National Officiating / Coaching Accreditation Scheme (NOAS/NCAS) technical requirements)
- Pathway into Certificate IV in Fitness, Diploma in Sport or University degree

## What will students achieve?

- SIS30122 Certificate III in Sport, Aquatics and Recreation (max. 6 QCE Credits). Completing the 'Term 7 Part 2 Add-On' as well can result in a maximum 8 QCE Credits
- Entry qualification: SIS20122 Certificate II in Sport and Recreation (only in Dual Qualification)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Sport, Aquatics and Recreation may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## Units of Competency

| Code       | Title                                            | Code       | Title                                                              |
|------------|--------------------------------------------------|------------|--------------------------------------------------------------------|
| HLTAID011  | Provide First Aid                                | BSBPEF302  | Develop self-awareness                                             |
| SISXIND011 | Maintain sport, fitness and recreation knowledge | BSBTWK201  | Work effectively with others                                       |
| BSBPEF301  | Organise personal work priorities                | SISSSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISSPAR009 | Participate in conditioning for sport            | SISOFLD001 | Assist in conducting recreation sessions*                          |
| BSBPEF202  | Plan and apply time management*                  | SISXPLD004 | Facilitate groups                                                  |

# CERTIFICATE III IN SPORT, AQUATICS AND RECREATION (SIS30122) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

| Code                                                                                                                                                                                    | Title                                                                                      | Code       | Title                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------|
| BSBSUS211                                                                                                                                                                               | Participate in sustainable work practices*                                                 | BSBWHS308  | Participate in WHS hazard identification, risk assessment and risk control processes |
| HLTWHS001                                                                                                                                                                               | Participate in workplace health and safety                                                 | HLTAID009  | Provide cardiopulmonary resuscitation                                                |
| SISXFAC006                                                                                                                                                                              | Maintain activity equipment                                                                | SISXPLD002 | Deliver recreation sessions                                                          |
| SISXCCS004                                                                                                                                                                              | Provide quality service                                                                    | SISXEMR003 | Respond to emergency situations                                                      |
| * 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) |                                                                                            |            |                                                                                      |
| <b>Optional Term 7 Add-on Units of competency</b>                                                                                                                                       |                                                                                            |            |                                                                                      |
| SIRXWHS001                                                                                                                                                                              | Work safely                                                                                | SISXIND009 | Respond to interpersonal conflict                                                    |
| HLTAID010                                                                                                                                                                               | Provide basic emergency life support (completed as part of HLTAID011<br>Provide First Aid) | BSBOPS304  | Deliver and monitor a service to customers                                           |

## How will the students be assessed?

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

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

**Fees - \$495 Binnacle Training Fees + First Aid \$75.**

**Entry Requirements - Nil**

## Language, Literacy, Numeracy and Digital Literacy Skills

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

## Third Party Agreement

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

### **Product Disclosure Statement**

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an 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: <https://www.binnacletraining.com.au/product-disclosure-statement/>

### **Expectations and Homework**

- Full sport uniform for practical work.
- Students may be required to attend lessons outside normal school hours and/or Period 4 Thursday afternoons. These lessons are mandatory.
- Some units are Workplace Health and Safety and/or course prerequisites for the next semesters work. Students who do not attend or successfully complete prerequisite units cannot progress forward within the course until these are successfully completed. Failure to complete assessment at the available opportunities may require students to complete them with a private provider at their cost to attain the full qualification and remain in the subject.

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

### **Course Fee – \$570 which covers Year 11 and 12**

Students will *not be able* to select this subject at SET plan interview if any outstanding fees are not paid in full at the time of the interview. In addition, a 50% deposit for all fee-paying General, Applied and certificate subjects must be paid on the day of the SET plan interview. If the deposit is not paid at the time of your interview, your child will not be enrolled into the subject.

To maintain your child's place in the subject, the remaining 50% of additional fees are due Term 4 6 November 2026.

Families who would like to discuss financial support are encouraged to work with the school's Business Manager, at the earliest convenience.

### **Any excursions will incur an additional fee.**

Practical activities which require access to local facilities/primary schools will be utilised as much as possible.

*Final cost and notification of these excursions will be included in the permission letter distributed closer to the relevant excursion dates.*

Further information available: <https://www.binnacletraining.com.au/>

## CERTIFICATE IV in Justice Studies (10971NAT)

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



| Certificate IV in Justice Studies    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Duration: | 2 years |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|
| <b>Qualification description</b>     | <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"> <li>• Provide students with a broad understanding of the justice system</li> <li>• Develop the personal skills and knowledge that underpin employment in the justice system.</li> </ul>                                                                                                                             |           |         |
| <b>Entry requirements</b>            | <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 are required to undertake an LLN and Digital Literacy testing to determine suitability and any support needs.</p>                                                                                                                                                                                                                                                            |           |         |
| <b>Qualification packaging rules</b> | To attain this certificate, 10 units of competency (6 <b>core</b> and 4 <b>elective</b> ) must be completed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |         |
| <b>Units of Competency delivered</b> | <ol style="list-style-type: none"> <li>1. NAT10971001 Provide information and referral advice on justice-related issues</li> <li>2. NAT10971002 Prepare documentation for court proceedings</li> <li>3. NAT10971003 Analyse social justice issues</li> <li>4. BSBXCM401 Apply communication strategies in the workplace</li> <li>5. PSPREG033 Apply Regulatory Powers</li> <li>6. BSBLEG421 Apply understanding of the Australian Legal System</li> <li>7. PSPREG035 Produce formal record of interview</li> <li>8. PSPREG010 Prepare a brief of evidence</li> <li>9. PSPLEG006 Encourage compliance with legislation in public sector</li> <li>10. PSPETH007 Uphold and support the values and principles of public service</li> </ol> |           |         |
| <b>Learning experiences</b>          | <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><b>Technology required: access to the internet</b></p>                                                                                                                                                                                                                                                                                                                                                   |           |         |
| <b>Assessment</b>                    | <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>                                                                                                                                                                                                                                                                                                                                                                                    |           |         |
| <b>Pathways</b>                      | <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>                                                                                                                                                                                                                                                                                                                                                                                                |           |         |
| <b>Course Costs</b>                  | \$750 up-front fee (current at 30 April 2026)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |         |
| <b>Further information</b>           | <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>                                                                                                                                                                                                                                                                                                                                                                                                        |           |         |

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee - \$750 (covers Years 11 and 12).**

This course will be run by Private Investigators College of Australasia and is offered at a significantly reduced fee than if students were to enrol in this course personally after finishing school.

This fee must be paid directly to Professional Investigators College of Australasia via their website:

<https://pica.edu.au/10971nat-certificate-iv-in-justice-studies-for-schools/>

**Any excursions will incur an additional fee.**

# Diploma of Business

BSB50120

Registered Training Organisation (RTO):



ICOB EA Pty. Ltd. (RTO Number 45672)

## Qualification Description

The BSB50120 Diploma of Business offered by ICOB EA Pty. Ltd. is a nationally recognised qualification designed for students aiming to build business operational skills. Students engage with core and elective units covering areas such as critical thinking, financial management, and marketing. ICOB EA's **Empowered Learning Program** enables students to study online at their own pace. They have access to expert trainers and assessors, real-world business case studies, practical assessment tasks, and engaging course material via ICOB EA's Interactive Online Learning Management System (ILMS), in order to provide authentic learning experiences.

## Entry Requirements

- Students are to be an Australian resident who will commence their Senior Schooling studies.
- It is recommended that students achieve a Standard B or higher in their Year 10 studies. If students haven't received this, then they can discuss this with their trainer and assessor at enrolment.
- Students are to complete a mandated Language, Literacy and Numeracy (LLN) assessment during the enrolment process to determine their capacity to engage with the course.

## Delivery

This course, usually completed within 12-18 months, is fully flexible as students can complete this course during their scheduled study line and in their own time. They complete the coursework and practical assessment via the online platform and regularly engage with their trainer and assessor, and ICOB EA's 24/7 Support Team, within the platform.

## Course Outline – Units of Competency (UoC)

| Core Units                                                                                                                                                                                                                                                                                                                                          | Elective Units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• BSBCRT511 Develop critical thinking in others</li> <li>• BSBFIN501 Manage budgets and financial plans</li> <li>• BSBOPS501 Manage business resources</li> <li>• BSBSUS511 Develop workplace policies and procedures for sustainability</li> <li>• BSBXCM501 Lead communication in the workplace</li> </ul> | <p><b>Group A - Business Operations</b></p> <ul style="list-style-type: none"> <li>• BSBOPS502 Manage business operational plans</li> <li>• BSBPMG430 Undertake project work</li> <li>• BSBTWK503 Manage meetings</li> </ul> <p><b>Group B – Leadership</b></p> <ul style="list-style-type: none"> <li>• BSBPEF501 Manage personal and professional development</li> <li>• BSBTWK501 Lead diversity and inclusion</li> </ul> <p><b>Group D – Compliance</b></p> <ul style="list-style-type: none"> <li>• BSBWHS521 Ensure a safe workplace for a work area</li> </ul> <p><b>Group E – Business Development</b></p> <ul style="list-style-type: none"> <li>• BSBMKG541 Identify and evaluate marketing opportunities</li> </ul> |



## Pathways (after successfully completing this course with ICOB EA):

- **Selection Rank of 87**
- 8 QCE Point towards their Queensland Certificate of Education (QCE)
- 1 Year Credit for the Griffith University's Bachelor of Business pathway (terms and conditions apply)
- Progress and entry into University courses
- Enhanced career prospects in positions such as Team Leader and Project Manager

## Cost:

**\$2,500.00**

- Cost is fee-for-service and for each student (2027 price).
- Includes \$250 non-refundable enrolment fee.
- Fee charged in four instalments directly to the student.

Full details of this course are available in the "Learner Handbook" and can be accessed via contacting ICOB EA at [enquiries@icobe.com](mailto:enquiries@icobe.com).

**To participate fully in this course students will require a BYO laptop (Windows or Mac).**

**Course Fee - \$2500 which covers Year 11 and 12**

This course will be run by ICOBEA and is offered at a significantly reduced fee than if students were to enrol in this course personally after finishing school.

The fee must be paid directly to ICOBEA over **4 payments via their website:** <https://icobea.com/study-for-school-students>

**Any excursions will incur an additional fee.**

# (FSK20119) Certificate II in Skills for Work and Vocational Pathways



## Rationale

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

## Links to Career Paths/Future Opportunities

The course prepares students:

- For further certificate course study
- To enter the workforce.

## Course Outline

| National Code | Unit of Competency Title                                                            |
|---------------|-------------------------------------------------------------------------------------|
| BSBTEC101     | Operate digital devices                                                             |
| FSKNUM014     | Calculate with whole numbers and familiar fractions, decimals, percentages for work |
| BSBWHS211     | Contribute to the health and safety of self and others                              |
| BSBTEC203     | Research using the internet                                                         |
| FSKLRG011     | Use routine strategies for work-related learning                                    |
| FSKNUM015     | Estimate, measure and calculate with routine metric measurements for work           |
| FSKOCM005     | Use oral communication skills for effective workplace presentations                 |
| FSKNUM019     | Interpret routine tables, graphs and charts and use information and data work       |
| FSKOCM007     | Interact effectively with others at work                                            |
| FSKNUM030     | Use common functions of a scientific calculator for work                            |
| FSKLRG009     | Use strategies to respond to routine workplace problems                             |
| FSKNUM023     | Estimate, measure and calculate measurements for work                               |
| FSKRDG010     | Read and response to workplace information                                          |
| FSKWTG009     | Write routine workplace texts                                                       |

## Assessment

Assessment for this subject will include practical tasks, written exams and assignments based around topics studied.

## Expectations and Homework

Students will be required to undertake additional tasks and assignment work at times during class and at home. Access to a home internet connection would be advantageous.

## Requirements

**Suitable laptop required (MacBook or Windows).** Free download of Microsoft Office required (available from the Learning Place).

## Course Fee – Nil

**Any excursions will incur an additional fee.**



**CARE  
RESPECT  
EXCELLENCE**

