

# Senior Subject Selection Guide

Year 11 2025



MARY MACKILLOP  
COLLEGE



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# Message from the Principal

Dear MacKillop Women and Parents/Caregivers,

As you stand on the precipice of the final chapter of your secondary education, it is important to take time to reflect on your journey so far. Your time at Mary MacKillop College has seen you grow in **spirit**, discovering how you can let your light shine brightly within our community. You have developed **courage**, harnessing the strength within yourself to act with **integrity** as a MacKillop Woman. You have learned the importance of **service**, acting justly and finding happiness in making others happy as Mary MacKillop taught us. As you enter Years 11 and 12, you become leaders of our College and must act in **unity** with respect for yourself and those around you, and embrace all that you have gathered along the way to go forward with **wisdom**.

You embark on your senior years as **curious, creative, self-directed** and **resilient** learners equipped with the skills and knowledge you need to navigate your choices and learning during Years 11 and 12 and prepare you for the challenges of our rapidly changing world. As the graduating class of 2025, remember that you have so many people in your corner – your peers, your teachers, and your family are all cheering you on to be the best that you can be in whatever endeavours you choose to pursue. It will not always be easy – there will be many challenges and bumps in the road, but if you show commitment, perseverance and learn from your mistakes, you will grow, adapt and move forward with confidence. Failure is not the opposite of success – it is part of success, and as Mary MacKillop affirmed, *'our courage needs to rise with difficulties and obstacles'*.

Your immediate goal is to ensure your pathway enables you to be awarded the **Queensland Certificate of Education (QCE)** at the end of Year 12, along with either an Australian Tertiary Admissions Rank (ATAR) and/or Vocational Education and Training (VET) qualifications. MMC is committed to inspiring the growth and development of each learner, so there are multiple options on offer. Please read our **MMC Subject Information Guide** carefully, and in your discussions with your parents/caregivers and teaching staff, consider your strengths and weaknesses, along with your hopes and goals to determine your path. Be prepared to research options, ask questions and make informed decisions about subjects and courses that will affect your future.

Whichever path you choose, remember to find joy, and celebrate the little wins along the way. Guided by the vision of our Josephite heritage, we look forward to working together throughout the SET Planning process and your senior schooling as you flourish as people of purpose working to achieve your potential.

Best wishes for this important next phase of your education as you make informed choices, wise decisions, and lead the way as MacKillop Women shining brightly!

Yours sincerely,



Erin Wedge

**Mary MacKillop College Principal**

# Mary Mackillop Mission Statement

*'My Faith is My Light'*

## VISION

We are an interconnected, joy-filled,  
contemporary Catholic learning community,  
inspired by Josephite traditions  
to be people of purpose, achieving our potential.

## MISSION

We forge a culture of  
creativity, excellence, justice, and compassion  
as we nurture, challenge and empower one another.

## VALUES

We uphold  
Spirit, Courage, Integrity, Service, Unity, and Wisdom  
to guide our thoughts, words and actions  
to live principled lives together.

## VIRTUES

MMC Learners are Curious, Creative, Self-directed, and Resilient as we Seek, Strive  
and Soar.



# Guidelines for Subject Selection

The aim of this curriculum handbook is to help students, parents and caregivers to understand the Queensland Certificate of Education (QCE) system, the Australian Tertiary Admission Rank (ATAR) pathway and non-ATAR pathways available to students.

Mary Mackillop College students are required to study six subjects in Year 11 & Year 12. The 2025 College timetable is then created based off these subject selections. While the aim of the College is to be able to provide all students choices, there may be an occasion where we are unable to run a subject due to insufficient numbers. This may result in further consultation with students, parents and caregivers to review subject selections or a student receiving their “reserve” subject choice. Like all classes in the College, there are also limits to class sizes, which varies depending on the requirements of the subject. This may results in a subject change request not being if the chosen subject is at full capacity or not available in the timetable.

Mary Mackillop College provides a diverse range of senior subjects to students in their chosen pathway, whether this be university, vocational study or entering the workforce. Choosing a course of study can be made easier if you go about the task calmly and logically, and it is strongly suggested you choose based on subjects which:

- you enjoy;
- you achieve good results in;
- reflect your interests and strengths;
- help you reach your career and employment goals;
- will develop skills, knowledge and attitudes useful throughout your life; and
- may be required learning for specific tertiary courses and occupations.

We encourage students to gather as much information as possible about subjects to help information your decisions. This could be through conversations with teachers, Curriculum Leaders, Heads of House, peers, friends and family. Students are also encouraged to speak with the College Pathways Curriculum Leader to discuss the plethora of pathways available to students. While we encourage students to gather as much information as possible, it is also important to be aware of the following:

- Not picking subjects that you heard would result in a better ATAR
- Not picking subject based on what your friends are picking
- Not picking subjects based on what teacher you think may or may not be teaching that subject



# SET Planning

All students are required to develop a Senior Education Plan (SET) Plan. The purpose of the SET Plan is to explore student career goals and discuss pathway opportunities available to support students to achieve these goals, in terms of Senior subjects but also further study. Students and at least one parent/caregiver are required to attend this meeting to review their subject selections considering their academic results, future study and career goals and interests, and time management and wellbeing.

## Senior Learning Pathways

There are a range of different pathways available to students during their senior years of schooling. All students are required to select:

- Study of Religion or Religion & Ethics
- General English, Literature or Essential English
- General Mathematics, Mathematical Methods or Essential Mathematics

Study can then determine which other 3 electives they would like to study in year 11 and Year 12 which will determine their pathway, which can look like one of the below options.

Option	Pathway	Requirements	Outcome
<b>ATAR</b>	For students who wish to continue their studies at university as their preferred post-school option	<ul style="list-style-type: none"> <li>• 6 General subjects</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• 5 General &amp; 1 Applied subject</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• 4 General &amp; 2 Applied</li> </ul>	<p>QCE</p> <p>ATAR</p>
<b>ATAR + VET</b>	For students who wish to continue their studies at university as the preferred post-school option  AND Want to gain a recognised certificate in a VET subject of their choice	<ul style="list-style-type: none"> <li>• 5 General subjects &amp; 1 VET subject</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• 4 General subjects &amp; 1 VET subject &amp; 1 applied subject</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• 4 General subjects &amp; 2 VET subjects</li> </ul>	<p>QCE</p> <p>ATAR</p> <p>Nationally recognised VET qualification Certificate or Statement of Attainment</p>
<b>VET</b>	Students who wish to gain tertiary options but wish to be engaged in VET courses in their Senior Phase of Learning	<ul style="list-style-type: none"> <li>• 3 or more – Applied subjects and/or VET</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• 3 subjects or less – General subjects</li> </ul>	<p>QCE</p> <p>Nationally recognised VET qualification Certificate or Statement of Attainment</p>



# Senior Education Profile

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

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

For more information about the SEP see the [QCAA](#) website.

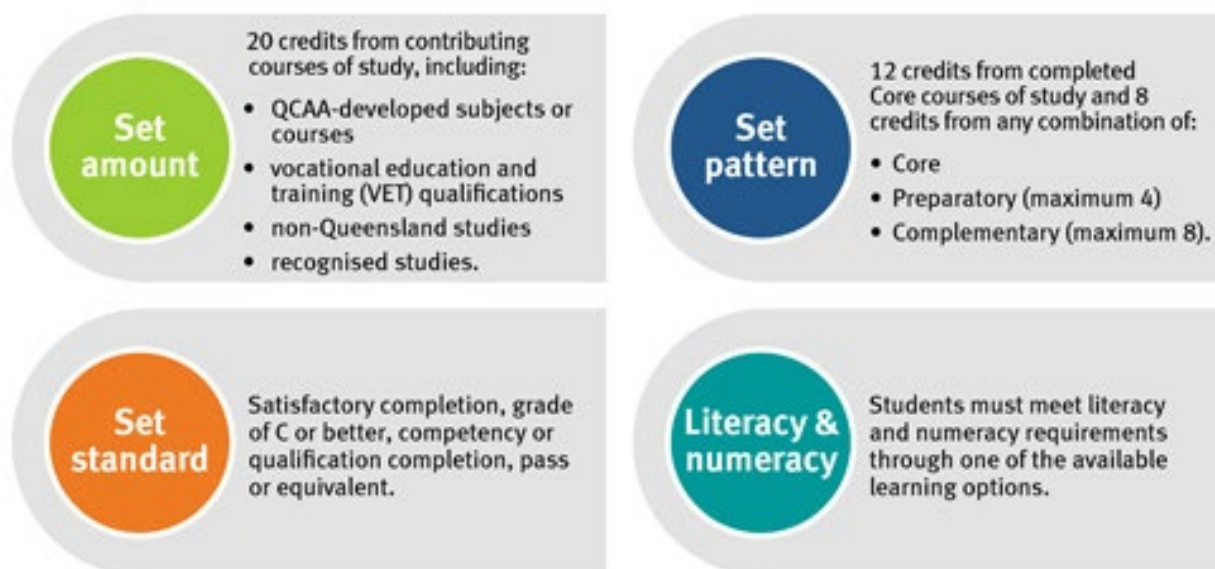
## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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





# Queensland Certificate of Individual Achievement (QCIA)

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

## Subject Information

For specific subject information and guidance students should make contact with the relevant Heads of Faculty:

Name	Department	Email
<ul style="list-style-type: none"><li>• Ms Laura Chapman</li><li>• Mrs Kathryn Flint</li><li>• Ms Alana Robertson</li><li>• Mrs Jane Gibson</li><li>• Mr Daniel Luck</li><li>• Mrs Susan Goves</li><li>• Ms Catriona Duff</li><li>• Ms Hannah Dean</li><li>• Mrs Rebecca King</li><li>• Mr Bijendra Prasad</li></ul>	<ul style="list-style-type: none"><li>Assistant Principal, Learning &amp; Teaching</li><li>Head of Learning Pathways and VET</li><li>Head of The Arts</li><li>Head of English and Languages</li><li>Head of Health and Physical Education</li><li>Head of Humanities</li><li>Head of Integrated Technologies, Design &amp; Creativity</li><li>Head of Mathematics</li><li>Head of Religious Education</li><li>Head of Science</li></ul>	<ul style="list-style-type: none"><li><a href="mailto:ChapmaL@mmc.qld.edu.au">ChapmaL@mmc.qld.edu.au</a></li><li><a href="mailto:FlintK@mmc.qld.edu.au">FlintK@mmc.qld.edu.au</a></li><li><a href="mailto:RobertA@mmc.qld.edu.au">RobertA@mmc.qld.edu.au</a></li><li><a href="mailto:GibsonJ@mmc.qld.edu.au">GibsonJ@mmc.qld.edu.au</a></li><li><a href="mailto:LuckD@mmc.qld.edu.au">LuckD@mmc.qld.edu.au</a></li><li><a href="mailto:GovesS@mmc.qld.edu.au">GovesS@mmc.qld.edu.au</a></li><li><a href="mailto:DuffC@mmc.qld.edu.au">DuffC@mmc.qld.edu.au</a></li><li><a href="mailto:PacoskR@mmc.qld.edu.au">PacoskR@mmc.qld.edu.au</a></li><li><a href="mailto:KingR@mmc.qld.edu.au">KingR@mmc.qld.edu.au</a></li><li><a href="mailto:PrasadB@mmc.qld.edu.au">PrasadB@mmc.qld.edu.au</a></li></ul>

# Senior subjects

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

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

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

## Applied and Applied (Essential) syllabuses

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

## General syllabuses

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

# Underpinning factors

All senior syllabuses are underpinned by:

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

## Applied and Applied (Essential) syllabuses

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

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

## General syllabuses

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.

## Vocational education and training (VET)

Students can access VET programs through Mary MacKillop College which are offered in partnership with external Registered Training Organisations (RTOs). Students may also undertake school-based apprenticeships or traineeships. Some VET courses may result in a fee to students but may also be supported by [VETiS funding](#).

Please talk to the Head of Learning Pathways if you have an interest in a VET pathway in Senior.

## 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.

# Recommendations for Subject Selection

Year 11/12 General Subjects	Year 10 Subject	Minimum recommendation Year 10 result
General Mathematics	Mathematics	C
Mathematical Methods	Mathematics Extension	B
Specialist Maths	Mathematics Extension	B
General English	English	C
Literature	English	B
Modern History	English	C+
Business	English	C+
Geography	English	C+
Study of Religion	English Religion	C+ B
Design	English	C
Digital Solutions	Mathematics English	C C
Engineering	General Math Science	C C
Food and Nutrition	Science	C
Physical Education	Health & Physical Education or Health Physical Education & Movement and English	C B C
Biology	Science Mathematics	B C
Chemistry	Science Mathematics Extension	B C
Physics	Science Mathematics Extension	B B
Psychology	Science	B
Japanese	Japanese	C
Drama	English	C
Music	English Music	C B (Or proficiency in performing skills on an instrument)
Visual Arts	English	C
Media Arts	English	C

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

# Applied and Applied (Essential) syllabuses

## Course overview

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

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

## Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

## Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

## **Summative internal assessment — instrument-specific standards**

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

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

# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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



## **Instrument-specific marking guides**

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

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

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

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

## **External assessment**

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

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

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

# QCAA Senior Syllabuses at MMC

## English

### General

- English
- Literature

### Applied

- Essential English

## Sciences

### General

- Biology
- Chemistry
- Physics
- Psychology

## Health and Physical Education

### General

- Physical Education

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## Technologies

### General

- Design
- Digital Solutions
- Engineering
- Food & Nutrition

## Languages

### General

- Japanese

## Humanities and Religion

### General

- Business
- Geography
- Modern History
- Study of Religion

### Applied

- Religion & Ethics

## The Arts

### General

- Drama
- Film, Television & New Media
- Music
- Visual Art

### Applied

- Visual Arts in Practice

## Certificate Courses

- Certificate II in Active Volunteering
- Certificate II/III in Health Services Assistance
- Certificate III in Business

## Distance Education

# English

## General senior subject

General

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

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

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

- 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>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical 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): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

# Literature

## General senior subject

General

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

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 form
- 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

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

- 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>Texts and culture</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): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

# Essential English

## Applied senior subject

Applied

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts

skills to choose generic structures, language, language features and technologies to best convey meaning

skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts

effective use of language to produce texts for a variety of purposes and audiences

creative and imaginative thinking to explore their own world and the worlds of others

active and critical interaction with a range of texts, and an awareness of how language positions both them and others

empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written 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>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA) — short response examination</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

# General Mathematics

## General senior subject

General

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

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

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify the procedures and decisions
- Solve mathematical problems

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</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</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</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%
• Problem-solving and modelling task		• Examination	
Summative internal assessment 2 (IA2):	15%		
• Examination			
Summative external assessment (EA): 50%			
• Examination			

# Mathematical Methods

## General senior subject

General

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

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>• Trigonometric</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%	Summative internal assessment 3 (IA3):	15%
• Problem-solving and modelling task		• Examination	
Summative internal assessment 2 (IA2):	15%		
• Examination			
Summative external assessment (EA): 50%			
• Examination			

# Specialist Mathematics

## General senior subject

General

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

The syllabus objectives outline what students have the opportunity to learn. This includes the following:

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



# Essential Mathematics

## Applied senior subject

App  
lied

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

The syllabus objectives outline what students have the opportunity to learn. These include the following:

- 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 money</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</li> </ul>

# Study of Religion

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

- Explain features and expressions of religious traditions.
- Analyse perspectives about religious expression.
- Evaluate the significance and influence of religion.
- Communicate to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Religion, meaning and purpose</b> <ul style="list-style-type: none"> <li>• Nature and purpose of religion</li> <li>• Sacred texts</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Personal ethics</li> </ul>	<b>Religion - rights and relationships</b> <ul style="list-style-type: none"> <li>• Religion and the nation–state</li> <li>• Human existence and rights</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): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%

# Religion & Ethics

## Applied senior subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

### Pathways

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

### Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

## Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Australian Identity</b> <ul style="list-style-type: none"> <li>In this unit, students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices.</li> </ul>	<b>Social Justice</b> <ul style="list-style-type: none"> <li>In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. They consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia.</li> </ul>	<b>Meaning, purpose and expression</b> <ul style="list-style-type: none"> <li>In this unit, students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives.</li> </ul>	<b>World religions and spiritualities</b> <ul style="list-style-type: none"> <li>In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities, including the world's indigenous peoples.</li> </ul>

## Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time</li> <li>product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 words per item on the test</li> </ul>

# Business

## General senior subject

General

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

# Geography

## General senior subject

General

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..

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 the 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

# Modern History

## General senior subject

General

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

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. 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.
- 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> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Age of Imperialism, 1848–1914</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• African-American civil rights movement, 1954–1968</li> <li>• Alternative topic for Unit 2 –The Trans-Atlantic Slave Trade</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Cold War, 1945–1991</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 — essay in response to historical sources</li> </ul>		<ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Investigation — independent source investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>	

# Biology

## General senior subject

General

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

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

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

## 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</li> <li>Infectious diseases 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

# Chemistry

## General senior subject

General

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

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

# Physics

## General senior subject

General

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

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

# Psychology

## General senior subject

General

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

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

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.

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>• Topic 1: Designing for others</li> </ul>	<b>Commercial Design Influences</b> <ul style="list-style-type: none"> <li>• Topic 1: Responding to needs and wants</li> </ul>	<b>Human-centred design Design</b> <ul style="list-style-type: none"> <li>• Topic 1: Designing with empathy</li> </ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>• Topic 1: 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: Human-centred design		Unit 4: Sustainable design influences	
Summative internal assessment 1 (IA1): • Examination — design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — design challenge	25%

# Digital Solutions

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

- recognise and describe elements, components, principles and processes.
- Symbolise and explain information, ideas and interrelationships.
- Analyse problems and information.
- Determine solution requirements and criteria.
- Synthesise information and ideas to determine possible digital solutions.
- Generate components of the digital solution.
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> <ul style="list-style-type: none"> <li>Understanding digital problems</li> <li>User experiences and interfaces</li> <li>Algorithms and programming techniques</li> <li>Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>Data-driven problems and solution requirements</li> <li>Data and programming techniques</li> <li>Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>Interactions between users, data and digital systems</li> <li>Real-world problems and solution requirements</li> <li>Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>Digital methods for exchanging data</li> <li>Complex digital data exchange problems and solution requirements</li> <li>Prototype digital data exchanges</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): • Investigation — technical proposal	25%	Summative internal assessment 3 (IA3): • Project — digital solution	25%
Summative internal assessment 2 (IA2): • Project — digital solution	25%	Summative external assessment (EA): • Examination	25%

# Engineering

## General senior subject

General

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 solution success criteria, develop and communicate ideas and predict, 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.

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

## Pathways

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

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

## Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- Synthesise information and ideas to predict possible solutions
- Generate prototype solutions to provide data to assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations

## 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> <li>• Introduction to engineering materials</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> <li>• Emerging materials</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 - Civil structures		Unit 4 - Machines and mechanisms	
Summative internal assessment 1 (IA1): • Project — Engineered solution	25%	Summative internal assessment 3 (IA3): • Project — Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

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

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

management skills. Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

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

## Pathways

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

## Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Food safety and labelling</li> <li>• Food formulation for consumers</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• Carbohydrate</li> <li>• Fat</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Nutrition consumer markets</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 Food science of carbohydrate and fat		Unit 4 Food solution development for nutrition consumer markets	
Summative internal assessment 1 (IA1): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Project - Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Project - Food & Nutrition solution	25%	Summative external assessment (EA): • Examination - combination response	25%

# Drama

## General senior subject

General

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

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and

information & communication technologies (ICT) skills. 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.

## Pathways

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

## Objectives

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

- Demonstrate 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> Area of study: How does dram promote shared understandings of the human experience? <ul style="list-style-type: none"> <li>How can we use drama to celebrate, document, empower and share understandings of the human experience?</li> <li>How can we recreate people's stories in linear and non-linear dramatic forms?</li> <li>How can people's stories be shared through making and responding to drama as ensemble and audience?</li> </ul>	<b>Reflect</b> Area of study: How is dram shaped to reflect lived experience? <ul style="list-style-type: none"> <li>How can we use representational dramatic traditions to inform, empathise, chronicle and document lived experiences?</li> <li>How can we manage dramatic languages to reflect the human condition?</li> <li>How can we reflect contemporary and inherited styles of Realism through making and responding?</li> </ul>	<b>Challenge</b> Area of study: How can we use dram to challenge our understanding of humanity? <ul style="list-style-type: none"> <li>How can drama help to educate, challenge and empower us to question society at this time and advocate change?</li> <li>How can we shape dramatic languages to communicate and challenge an understanding of humanity at this time?</li> <li>How can we make and respond to dramatic works to explore challenges and demands of the human experience?</li> </ul>	<b>Transform</b> Area of study: How can you transform dramatic practice? <ul style="list-style-type: none"> <li>How can drama be used to reframe purpose, context and meaning through contemporising texts?</li> <li>How can you manipulate and shape dramatic languages to communicate to 21st century audiences?</li> <li>How can drama reshape and transform meaning of inherited texts through skills of drama, including devising, directing and acting?</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):	35%
• Performance		• Project — practice-led project	
Summative internal assessment 2 (IA2):	20%		
• Project — dramatic concept			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>			

# Film, Television & New Media

## General senior subject

General

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

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly

transferable and flexible thinking and communication skills.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- Design moving-image media products
- Create moving-image media products
- Resolve film, television, and new media ideas, elements and processes
- Applying literacy skills
- Analyse moving –image media products
- Evaluate film, television and new media products, practices and viewpoints



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> Area of study: <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul> Inquiry Questions <ul style="list-style-type: none"> <li>How are tools and associated processes used to create meaning?</li> <li>How are institutional practices influenced by social, political and economic factors?</li> <li>How do signs and symbols, codes and conventions create meaning?</li> </ul>	<b>Stories</b> Area of study: <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul> Inquiry Questions <ul style="list-style-type: none"> <li>How do representations function in stories?</li> <li>How does the relationship between narrative and meaning change in different contexts?</li> <li>How are media languages used to construct stories?</li> </ul>	<b>Participation</b> Area of study: <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul> Inquiry Questions <ul style="list-style-type: none"> <li>How do technologies enable or constrain participation?</li> <li>How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<b>Artistry</b> Area of study: <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</li> </ul> Inquiry Questions <ul style="list-style-type: none"> <li>How do media artists use technologies to challenge conventional practices?</li> <li>How do media artists portray people, places, events, ideas and emotions?</li> <li>How do media artists use signs, symbols, codes and conventions to create meaning?</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>• Case study investigation</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Stylistic project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Multi-platform project</li></ul>	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Music

## General senior subject

General

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.

A study of music provides students with opportunities to develop their intellect 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. Studying music provides the basis for rich, lifelong learning

## Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## 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> Area of study: <ul style="list-style-type: none"> <li>Designs</li> </ul> Inquiry Question: <ul style="list-style-type: none"> <li>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul>	<b>Identities</b> Area of study: <ul style="list-style-type: none"> <li>Identities</li> </ul> Inquiry Question: <ul style="list-style-type: none"> <li>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?</li> </ul>	<b>Innovations</b> Area of study: <ul style="list-style-type: none"> <li>Innovations</li> </ul> Inquiry Question: <ul style="list-style-type: none"> <li>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul>	<b>Narratives</b> Area of study: <ul style="list-style-type: none"> <li>Narratives</li> </ul> Inquiry Question: <ul style="list-style-type: none"> <li>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

# Visual Art

## General senior subject

General

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

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

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.

## Pathways

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

## Objectives

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

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> In Unit 1, students look at their material world through the concept of 'art as lens', applying different lenses or viewpoints. They explore how artists work through art processes to create new ways of thinking, meaning and representation. Beginning with tangible forms as inspiration, they examine and respond to focuses of people, places and objects, producing figurative and nonfigurative representations.	<b>Art as code</b> In Unit 2, students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography.	<b>Art as knowledge</b> In Unit 3, students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience. Through independent investigation of their inquiry question and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. They explore the concept 'art as knowledge' as they employ new knowledge inspired by their personal interests, beliefs and observations of the world.	<b>Art as alternate</b> In Unit 4, students continue and build on their focus, knowledge and art practice from Unit 3. They refine their expression and personal aesthetic by applying skills associated with creative thinking. Students resolve their body of work through the concept 'art as alternate' as they imagine, generate and apply new ideas and links. Through the pursuit of an individualised response, they challenge their approaches to identify alternatives and opportunities for innovation.

## Assessment

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

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

### Summative assessments

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

# Visual Arts in Practice

## Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

## Pathways

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

## Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

## Structure

The Visual Arts in Practice course is designed around core and elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Looking Inwards (self)</b> <ul style="list-style-type: none"> <li>In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.</li> </ul>	<b>Looking Outwards (others)</b> <ul style="list-style-type: none"> <li>In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.</li> </ul>	<b>Clients</b> <ul style="list-style-type: none"> <li>In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.</li> </ul>	<b>Transform &amp; extend</b> <ul style="list-style-type: none"> <li>In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills.</li> </ul>

## Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Project	Product
This task requires students to: <ul style="list-style-type: none"> <li>Experimental folio</li> <li>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</li> <li>Planning and evaluation of experimental folio</li> </ul>	A technique that assesses the application of identified skills to the production of artworks. One of the following: <ul style="list-style-type: none"> <li>2D, 3D, digital (static): up to 4 artwork/s</li> <li>Time-based: up to 3 minutes</li> </ul>	This task requires students to: <ul style="list-style-type: none"> <li>Experimental folio</li> <li>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</li> </ul> Planning and evaluation of experimental folio	A technique that assesses the application of identified skills to the production of artworks. One of the following: <ul style="list-style-type: none"> <li>2D, 3D, digital (static): up to 4 artwork/s</li> <li>Time-based: up to 3 minutes</li> </ul>

# Physical Education

## General senior subject

General

In Physical Education, Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</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): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

# Japanese

## General senior subject

General

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

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

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, values and attitudes
- 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, ideas and perspectives.
- Communicate using contextually appropriate Japanese.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	<b>私達のまわり</b> <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</b> <b>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>私の将来</b> <b>My present; 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): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

# Vocational Education and Training (VET)

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. VET are the subjects and courses that let you work towards a qualification from a registered training organisation (RTO)

MMC uses external RTOs to provide VET qualifications to students as part of their studies at school.

Students can also complete a VET course through an external provider, for example TAFE Queensland. The 'TAFE @ School' program, generally run one day per week for the duration of Year Eleven and Twelve and allows students to attend TAFE whilst still a full-time school student. Students have access to a range of courses that lead to vocational qualifications - Certificates II, III and IV.

Participating in VET can:

- Provide credit points towards the attainment of a Queensland Certificate of Education (QCE)
- One certificate at a level III or above may contribute to an ATAR, however, Certificates I and II do not contribute to ATAR
- Enable the attainment of a nationally recognised qualification
- Build your career in almost any industry.
- Support transition to employment, vocational and higher education pathways

For all VET certificates, all assessment is competency-based and therefore no levels of achievement are awarded. Competency-based assessment is the process of collecting evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of knowledge and skill to the standard of performance required in a workplace.

All competencies achieved will be listed on the Senior Statement. A standard of achievement, such as A, B, C, D or E, will NOT appear on the Senior Statement.

## School-based Apprenticeships and Traineeships

Students have the opportunity to apply for School-based Apprenticeships and Traineeships (SAT) in Year 10, 11 or 12. The application process generally involves presentation of a resume, interview and work trial of either one week or one day a week for five weeks. If a SAT is secured, one day per week is negotiated for a release day.

School based traineeships are completed over a 1- or 2-year period whilst school-based apprenticeships continue after school until the apprenticeship is completed (usually 3 years after school).

Traineeships are usually offered in Hospitality and Business whereas Apprenticeships which are trade areas are offered such as Carpentry, Plumbing, Hairdressing, etc.

SAT's involve paid work, either on one school day per week or outside of school hours and training towards a nationally recognised qualification. For further information visit School-based - Apprenticeships Info - Queensland Government

<http://www.apprenticeshipsinfo.qld.gov.au/school-based/index.html>.

# Studying University Courses while at School

Studying University courses while at high school gives students a taste of University life. Students can focus on particular areas that may not be offered through their school or take an area of interest further. Courses successfully completed can be credited towards further study at university, giving them a head start on their tertiary study while also providing entry into university after you graduate high school. Fees are reduced whilst studying University courses at school. At some Universities, the first course is free.

Applications for any of the programs outlined below are made directly through the university. Students should notify the Pathways Leader of their application.

INSTITUTION	STUDY AT SCHOOL PROGRAMS
Australian Catholic University (ACU)	<a href="#">Uni Step-up</a>
Bond University	<a href="#">Student for a Semester</a>
Central Queensland University (CQU)	<a href="#">High School Students</a>
Christian Heritage College (CHC)	<a href="#">Launch Program</a>
Griffith University (GU)	<a href="#">Head Start Course</a>
Queensland University of Technology (QUT)	<a href="#">Start QUT</a>
TAFE Queensland	<a href="#">TAFE at School</a>
University of Queensland (UQ)	<a href="#">Enhanced Studies Program</a>
University of Southern Queensland (UniSQ)	<a href="#">Head Start</a>
University of the Sunshine Coast (UniSC)	<a href="#">Headstart</a>

# Certificate II in Health Support Services

## HLT23215 (Year 11)

VET



IVET Institute Pty Ltd

RTO No: 40548



NATIONALLY RECOGNISED  
TRAINING

## HLT23215 Certificate II in Health Support Services

This qualification is designed to prepare workers to provide support for the effective functioning of health services. Individuals at this level are typically required to complete tasks under supervision, which involve known schedules and techniques. Additionally, they may be responsible for completing routine and variable tasks in collaboration with others in a team environment.

Workers with this qualification are expected to contribute to the provision of high-quality healthcare services, and are often employed in hospitals, medical clinics, and other healthcare settings. The tasks they complete may include maintaining patient records, using administration software and technology to process information, and applying infection control measures in daily work.

The role of these workers is vital to the smooth operation of healthcare facilities, and their contributions help to ensure that patients receive the care and attention they need. As such, individuals in this field are expected to possess strong teamwork skills, excellent communication abilities, and a commitment to maintaining the highest standards of patient care.

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

### Entry requirements

There are no entry requirements for this qualification. At enrolment students will need to provide their Unique Student Identifier ([usi.gov.au](https://usi.gov.au)) and complete an LLN test to determine suitability and any support needs.

### Duration and location

This is a 1 year course delivered in year 11 on site with qualified school staff via a third party arrangement with IVET Institute.

### Delivery modes

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

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

### Fees

No cost to students

### Subject Type

VET Qualification

### QCE Points

Maximum of 4 credits.

**Course Units**

Students must successfully complete all 12 units of competency (4 core units plus 8 elective\* units) to attain this qualification.

Unit code	Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
BSBINS201*	Process and maintain workplace information
BSBOPS203*	Deliver a service to customers
BSBPEF202*	Plan and apply time management
CHCCCS010*	Maintain a high standard of service
HLTHSS009*	Perform general cleaning tasks in a clinical setting
HLTHSS011*	Maintain stock inventory
HLTWHS005*	Conduct manual tasks safely
CJCPRP005*	Engage with health professionals and the health system

**Assessment**

Assessment is competency based. Assessment techniques include but not limited to:

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

**Pathways**

Potential options may include:

- Hospital Attendant
- Ward Assistant and Orderly
- Patient Services Assistant
- Certificate III in Allied Health Assistance
- Certificate III in Health Services Assistant
- Diploma qualifications
- Higher Education at University

**Obligation**

Students will be provided with every opportunity to complete the 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 IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

[ivet.edu.au](http://ivet.edu.au)

1300 004 838

[admin@ivet.edu.au](mailto:admin@ivet.edu.au)

# Certificate III in Health Services Assistance

## HLT33115 (Year 12)

VET



IVET Institute Pty Ltd

RTO No: 40548



NATIONALLY RECOGNISED  
TRAINING

## HLT33115 Certificate III in Health Services Assistance

### Qualification description

This certificate allows students to be educated and engaged in the Health Services Industry.

IVET have developed an interactive simulated work environment, which allows students to assume numerous roles and tasks in the health services assistance field.

Throughout the learning process students will have access to a purpose-built simulated workplace practice via the 'IVET Super Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.

Note: Completion of assessment will require a structured school excursion to a clinical facility, or individual work placement in a clinical environment.

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

### Entry requirements

Students must have completed Certificate II in Health Support Services in Year 11. At enrolment students will need to provide their Unique Student Identifier ([usi.gov.au](https://usi.gov.au)) and complete an LLN test to determine suitability and any support needs.

### Duration and location

This is a 1-year course delivered in year 12 on site with qualified school staff via a third party arrangement with IVET Institute.

### Delivery modes

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

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

### Fees

No cost to students

### Subject Type

VET Qualification

### QCE Points

Maximum of 8 credits.  
May contribute towards  
ATAR.



**Course Units**

Students must successfully complete all 15 units of competency (7 core units plus 8 electives\* units) to attain this qualification.

Unit code	Title
BSBWOR301	Organise personal work priorities and development
HLTWHS001	Participate in workplace health and safety
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTINF006	Apply basic principles and practices of infection prevention and control
BSBMED301	Interpret and apply medical terminology appropriately
CHCCCS010*	Maintain a high standard of service
CHCCCS020*	Respond effectively to behaviours of concern
HLTAID011*	Provide first aid
BSBTEC202*	Use digital technologies to communicate in a work environment
HLTHSS003*	Perform general cleaning tasks in a clinical setting
CHCCCS002*	Assist with movement
CHCPRP005*	Engage with health professionals and the health system
CHCCCS009*	Facilitate responsible behaviour

**Assessment**

Assessment is competency based. Assessment techniques include but not limited to:

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

**Pathways**

Potential options may include:

- Nursing Assistant
- Ward Assistant and Orderly
- Allied Health Roles
- Health professional assistants, such as Medical Receptionists and Dental Assistants
- Diploma qualifications
- Higher Education at University

**Obligation**

Students will be provided with every opportunity to complete the 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 IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

[ivet.edu.au](http://ivet.edu.au)

1300 004 838

[admin@ivet.edu.au](mailto:admin@ivet.edu.au)

# Certificate III in Business

## BSB30120

VET



**IVET Institute Pty Ltd**

RTO No: 40548



## BSB30120 Certificate III in Business

### Qualification description

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

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

### Entry requirements

There are no entry requirements for this qualification. At enrolment students will need to provide their Unique Student Identifier ([usi.gov.au](http://usi.gov.au)) and complete an LLN test to determine suitability and any support needs.

### Duration and location

This is a 1-2 year course delivered in years 11 and 12 on site with qualified school staff via a third party arrangement with IVET Institute.

### Delivery modes

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

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

### Fees

No cost to students

### Subject Type

VET Qualification

### QCE Points

Maximum of 8 credits.  
May contribute towards ATAR.

### Course Units

Students must successfully complete all 13 units of competency (6 core units plus 7 elective\* units) to attain this qualification.

Unit code	Title
BSBWHS311	Assist with maintaining workplace safety
BSBTWK301	Use inclusive work practices
BSBPEF201	Support personal wellbeing in the workplace
BSBCRT311	Apply critical thinking skills in a team environment
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBTEC302*	Design and produce spreadsheets
BSBTEC303*	Create electronic presentations
BSBTEC202*	Use digital technologies to communicate in a work environment
BSBPEF301*	Organise personal work priorities
BSBTEC201*	Use business software applications
BSBTEC301*	Design and produce business documents
BSBOPS304*	Deliver and monitor a service to customers

### Assessment

Assessment is competency based. Assessment techniques include but not limited to:

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

### Pathways

Potential options may include:

- entry level employment within business administration
- Certificate IV Business
- Diploma qualifications (Business, Accounting, Management)
- Bachelor Degrees (Business, Accounting, Tourism)

**Obligation**

Students will be provided with every opportunity to complete the 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 IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

**[ivet.edu.au](http://ivet.edu.au)**

**1300 004 838**

**[admin@ivet.edu.au](mailto:admin@ivet.edu.au)**

# SELF-FUNDED COURSES

## CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Unity College - 32123)

Certificate IV in Justice Studies		Duration:	2 years
<b>Qualification description:</b>	<p>Certificate IV in Justice Studies is an 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 which 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 may be required to undertake an LLN test to determine suitability and any support needs.</p>		
<b>Qualification packaging rules:</b>	<p>To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.</p>		
<b>Units of Competency delivered:</b>	<ol style="list-style-type: none"> <li>NAT10971001 Provide information and referral advice on justice-related issues</li> <li>NAT10971002 Prepare documentation for court proceedings</li> <li>NAT10971003 Analyse social justice issues</li> <li>BSBXC401 Apply communication strategies in the workplace</li> <li>PSPREG033 Apply Regulatory Powers</li> <li>BSBLEG421 Apply understanding of the Australian Legal System</li> <li>BSBPEF402 Develop personal work priorities</li> <li>BSBLEG523 Apply legal principles in tort law matters</li> <li>PSPREG010 Prepare a brief of evidence</li> <li>BSBLDR414 Lead team effectiveness or</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 an online plus face-to face/Zoom meetings. 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>	<p>\$750 up-front fee (current @ 30<sup>th</sup> September 2022)</p>		
<b>Further information</b>	<p>Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</p>		

## **BSB50120 Diploma of Business (Business Development)**

**RTO Provider: Get Set Education (RTO Code: 45252)**

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This nationally recognised qualification is offered through a partnership with an external provider. Training is delivered via an online model of weekly after school Zoom lessons, with online modules and assessment.



### **Pathways**

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner.

### **Prerequisites**

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.

### **Objectives**

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

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

### **Resource requirements**

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.



## Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

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

## Assessment

Students will have both theoretical and practical assessments throughout the course.

Students are assessed through:

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

## Course Costs

Tuition fee: \$1,849.00

The full fee includes a non-refundable \$49.00 enrolment fee which is collected upon submitting the online enrolment form.

Get Set Education protects the fees that are paid in advance by students, by not requiring a student to ever pay more than \$1,500.00 in advance for services not yet provided, either prior to course commencement or at any stage during the course.

### Payment Option 1: Full Upfront Fee

The remaining \$1,800.00 is split into 4x quarterly invoices of \$450.00 throughout the first year. This is to ensure the fees are fully paid before the student finishes the course.

This can be paid:

- Via direct bank transfer.
- Online (payments paid via credit card attract a merchant fee of 1.75% for Visa and Mastercard and 2.9 for Amex and Diners cards).

### Payment Option 2: Payment Plan:

If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a fixed 12-monthly direct debit.

Please note, that the payment plan incurs a one-off administration fee of \$12.00 and a transaction fee of 4.4% (including GST).

- \$156.90 per month for 12 months + \$12.00 administration fee = \$1,894.80.

Further details can be found in the [Course Outline](#) and at [www.getset.edu.au](http://www.getset.edu.au)

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

# Distance Education

## Online Subjects through Distance Education Providers

Online

Subjects that are not able to be provided by Mary MacKillop College may, in some cases, be able to be studied through distance education providers such as



Please refer to the Fisher One website for further information on their subject choices and method of delivery - [FisherONE](#)

**AND**



This method of study is only suitable for students who are self-directed learners and can take ownership of their learning and study. There will be a cost to families for Distance Education subjects studied, and this will vary depending on the provider. Please ensure you raise your interest in any Distance Education subjects during your SET Plan Interview.

Please refer to the Brisbane School of Distance Education website for further information on their subject choices and method of delivery - [Brisbane School of Distance Education](#),



# TAFE AT SCHOOL 2025

Tafe at school offers students in Years 11 and 12 the opportunity to study a number of exciting and varied Certificate II and III level qualifications.

Costs vary course to course and are separate and additional to the school's fees. Payment is made directly to TAFE.

Students need to apply online following this link <https://tafeapply.com/> and using the appropriate TAFE Code.

Application for enrolment open in early July 2024

Please see list of courses by location below.

# 2025 courses by location

## Acacia Ridge

Course code	Course name	QCE credits	App Code	Page
AUR20420	Certificate II in Automotive Electrical Technology (Light Vehicle)	Up to 4	TQST2501	91
AUR20720	Certificate II in Automotive Vocational Preparation (Heavy Vehicle)	Up to 4	TQST2501	92
AUR21520	Certificate II in Automotive Cylinder Head Reconditioning (Light Vehicle)	Up to 4	TQST2501	93
11054NAT	Certificate II in Plumbing Services	Up to 4	TQST2501	94
CPC10120	Certificate I in Construction	Up to 3	TQST2501	95
CPC10120	Certificate I in Construction (Finishing Trades)	Up to 3	TQST2501	96
MSF20522	Certificate II in Furniture Making Pathways	Up to 4	TQST2501	97
UEE22020	Certificate II in Electrotechnology (Career Start)	Up to 4	TQST2501	98
MEM20422	Certificate II in Engineering Pathways	Up to 4	TQST2501	99
MEM30522	Certificate III in Engineering - Technical (Computer Aided Drafting)	Up to 5	TQST2501	100

## Alexandra Hills

Course code	Course name	QCE credits	App Code	Page
CHC22015	Certificate II in Community Services	Up to 4	TQB2501	43
CHC22015	Certificate II in Community Services (Early Childhood Focus)	Up to 4	TQB2501	44
HLT23221	Certificate II in Health Support Services	Up to 4	TQB2501	51
HLT33115	Certificate III in Health Services Assistance (Upgrade from completed HLT23221 Certificate II in Health Support Services)	Up to 2	TQB2501	54
SIS20419	Certificate II in Outdoor Recreation (Aquatic Focus)	Up to 4	TQB2501	61
SHB20216	Certificate II in Salon Assistant	Up to 4	TQB2501	79
SHB20216	Certificate II in Salon Assistant (Barbering)	Up to 4	TQB2501	80
AUR20420	Certificate II in Automotive Electrical Technology (Light Vehicle)	Up to 4	TQST2501	91
11054NAT	Certificate II in Plumbing Services	Up to 4	TQST2501	94
CPC10120	Certificate I in Construction	Up to 3	TQST2501	95
UEE22020	Certificate II in Electrotechnology (Career Start)	Up to 4	TQST2501	98
MEM20422	Certificate II in Engineering Pathways	Up to 4	TQST2501	99

## Brisbane Airport

Course code	Course name	QCE credits	App Code	Page
10935NAT	Certificate II in Autonomous Technology	Up to 4	AA2501	67
AVI30419	Certificate III in Aviation (Remote Pilot)	Up to 6	AA2501	68
MEA20518	Certificate II in Aircraft Line Maintenance	Up to 4	AA2501	69

## Bracken Ridge

Course code	Course name	QCE credits	App Code	Page
SIT20322	Certificate II in Hospitality	Up to 4	TQB2501	86
AUR20720	Certificate II in Automotive Vocational Preparation (Light Vehicle)	Up to 4	TQST2501	92
AUR20720	Certificate II in Automotive Vocational Preparation (Heavy Vehicle)	Up to 4	TQST2501	92
11054NAT	Certificate II in Plumbing Services	Up to 4	TQST2501	94
CPC10120	Certificate I in Construction	Up to 3	TQST2501	95
CPC10120	Certificate I in Construction (Finishing Trades)	Up to 3	TQST2501	96
MSF20522	Certificate II in Furniture Making Pathways	Up to 4	TQST2501	97
UEE22020	Certificate II in Electrotechnology (Career Start)	Up to 4	TQST2501	98
MEM20422	Certificate II in Engineering Pathways	Up to 4	TQST2501	99

## Caboolture

Course code	Course name	QCE credits	App Code	Page
10971NAT	Certificate IV in Justice Studies	Up to 8	TQB2501	22
CHC22015	Certificate II in Community Services	Up to 4	TQB2501	43
CHC22015	Certificate II in Community Services (Early Childhood Focus)	Up to 4	TQB2501	44
HLT23221	Certificate II in Health Support Services	Up to 4	TQB2501	51
HLT33115	Certificate III in Health Services Assistance (Upgrade from completed HLT23215 Certificate II in Health Support Services)	Up to 2	TQB2501	54
SHB20121	Certificate II in Retail Cosmetics	Up to 4	TQB2501	77
SHB20216	Certificate II in Salon Assistant	Up to 4	TQB2501	79
SHB20216	Certificate II in Salon Assistant (Barbering)	Up to 4	TQB2501	80
FBP20221	Certificate II in Baking	Up to 4	TQB2501	85

## How to apply

To submit an application for a TAFE at School course, visit [tafeapply.com](https://tafeapply.com)

Applications open **Monday 15 July 2024** and your application code is listed in the tables. You will also need your Learner Unique Identifier (LUI) and Unique Student Identifier (USI) numbers. If you don't have a USI yet, head to [usi.gov.au](https://usi.gov.au) to get one.



**Eagle Farm**

Course code	Course name	QCE credits	App Code	Page
11054NAT	Certificate II in Plumbing Services	Up to 4	TQST2501	94
UEE22020	Certificate II in Electrotechnology (Career Start)	Up to 4	TQST2501	98
MEM20422	Certificate II in Engineering Pathways	Up to 4	TQST2501	99

**Grovely**

Course code	Course name	QCE credits	App Code	Page
ACM20121	Certificate II in Animal Care	Up to 4	TQB2501	47

**Ipswich**

Course code	Course name	QCE credits	App Code	Page
10935NAT	Certificate II in Autonomous Technology (Robotics)	Up to 4	TQSW2501	23
ICT50220	Information Technology Foundation Program (Study contributes to ICT50220 Diploma of Information Technology)	Up to 8	TQSW2501	26
CHC22015	Certificate II in Community Services (Early Childhood Focus)	Up to 4	TQSW2501	44
AHC21216	Certificate II in Rural Operations	Up to 4	TQSW2501	48
HLT23221	Certificate II in Health Support Services	Up to 4	TQSW2501	51
HLT33115	Certificate III in Health Services Assistance	Up to 6	TQSW2501	53
HLT54121	Enrolled Nursing Foundation Program (Study contributes to HLT54121 Diploma of Nursing)	Up to 4	TQSW2501	58
HLT52021	Remedial Massage Foundation Program (Study contributes to HLT52021 Diploma of Remedial Massage)	Up to 8	TQSW2501	65
SIT20122	Certificate II in Tourism	Up to 4	TQSW2501	73
SHB20121	Certificate II in Retail Cosmetics	Up to 4	TQSW2501	77
SHB20216	Certificate II in Salon Assistant	Up to 4	TQSW2501	79
SHB20216	Certificate II in Salon Assistant (Barbering)	Up to 4	TQSW2501	80
SHB30121	Certificate III in Beauty Services	Up to 8	TQSW2501	82
SIT20322	Certificate II in Hospitality	Up to 4	TQSW2501	86
SIT20421	Certificate II in Cookery	Up to 4	TQSW2501	87
AUR20420	Certificate II in Automotive Electrical Technology (Light Vehicle)	Up to 4	TQSW2501	91
AUR20720	Certificate II in Automotive Vocational Preparation (Light Vehicle)	Up to 4	TQSW2501	92
11054NAT	Certificate II in Plumbing Services	Up to 4	TQSW2501	94
CPC10120	Certificate I in Construction	Up to 3	TQSW2501	95
UEE22020	Certificate II in Electrotechnology (Career Start)	Up to 4	TQSW2501	98
MEM20422	Certificate II in Engineering Pathways	Up to 4	TQSW2501	99
MEM30522	Certificate III in Engineering - Technical (Computer Aided Drafting)	Up to 5	TQSW2501	100
MSM20216	Certificate II in Manufacturing Technology	Up to 4	TQSW2501	101

**Loganlea**

Course code	Course name	QCE credits	App Code	Page
10971NAT	Certificate IV in Justice Studies	Up to 8	TQB2501	22
CHC22015	Certificate II in Community Services	Up to 4	TQB2501	43
CHC22015	Certificate II in Community Services (Early Childhood Focus)	Up to 4	TQB2501	44
ACM20121	Certificate II in Animal Care	Up to 4	TQB2501	47
HLT23221	Certificate II in Health Support Services	Up to 4	TQB2501	51
HLT33115	Certificate III in Health Services Assistance (Upgrade from completed HLT23215 Certificate II in Health Support Services)	Up to 2	TQB2501	54
HLT54121	Enrolled Nursing Foundation Program (Study contributes to HLT54121 Diploma of Nursing)	Up to 8	TQB2501	56
SIT20122	Certificate II in Tourism	Up to 4	TQB2501	73
SHB20121	Certificate II in Retail Cosmetics	Up to 4	TQB2501	77
SHB20216	Certificate II in Salon Assistant	Up to 4	TQB2501	79
SHB20216	Certificate II in Salon Assistant (Barbering)	Up to 4	TQB2501	80
SHB30121	Certificate III in Beauty Services	Up to 8	TQB2501	82
FBP20221	Certificate II in Baking	Up to 4	TQB2501	85
SIT20322	Certificate II in Hospitality	Up to 4	TQB2501	86
SIT20421	Certificate II in Cookery	Up to 4	TQB2501	87

**Mt Gravatt**

Course code	Course name	QCE credits	App Code	Page
CUA31020	Certificate III in Screen and Media (Film and TV)	Up to 8	TQB2501	30
CUA30220	Certificate III in Community Dance, Theatre and Events	Up to 7	TQB2501	38
ACM20121	Certificate II in Animal Care	Up to 4	TQB2501	47
FBP20122	Certificate II in Food Processing (Craft Beverages)	Up to 4	TQB2501	84
SIT20322	Certificate II in Hospitality	Up to 4	TQB2501	86

**Redcliffe**

Course code	Course name	QCE credits	App Code	Page
10971NAT	Certificate IV in Justice Studies	Up to 8	TQB2501	22
CHC22015	Certificate II in Community Services	Up to 4	TQB2501	43
ACM20121	Certificate II in Animal Care	Up to 4	TQB2501	47
HLT23221	Certificate II in Health Support Services	Up to 4	TQB2501	51
HLT33115	Certificate III in Health Services Assistance (Upgrade from completed HLT23215 Certificate II in Health Support Services)	Up to 2	TQB2501	54
SIT20122	Certificate II in Tourism	Up to 4	TQB2501	73

Course code	Course name	QCE credits	App Code	Page
BSB40120	Certificate IV in Business	Up to 8	TQB2501	19
BSB30320	Certificate III in Legal Services	Up to 6	TQB2501	20
10971NAT	Certificate IV in Justice Studies	Up to 8	TQB2501	21
10935NAT	Certificate II in Autonomous Technology (Robotics)	Up to 4	TQB2501	22
ICT20319	Certificate II in Telecommunications Technology (Networking)	Up to 4	TQB2501	23
ICT30120	Certificate III in Information Technology (Foundation)	Up to 8	TQB2501	24
ICT30120	Certificate III in Information Technology (Mobile iSO App Development)	Up to 8	TQB2501	25
CUA30720	Certificate III in Design Fundamentals	Up to 8	TQB2501	29
CUA31020	Certificate III in Screen and Media (Film and TV)	Up to 8	TQB2501	30
CUA31020	Certificate III in Screen and Media (Multimedia)	Up to 8	TQB2501	31
MST20722	Certificate II in Apparel, Fashion and Textiles	Up to 4	TQB2501	33
MST20722/ MST31022	Certificate II in Apparel, Fashion and Textiles/ Certificate III in Apparel, Fashion and Textiles	Up to 8	TQB2501	34
CUA20620	Certificate II in Music (Music Performance)	Up to 4	TQB2501	36
CUA20620	Certificate II in Music (Sound Production)	Up to 4	TQB2501	37
CUA30220	Certificate III in Community Dance, Theatre and Events	Up to 7	TQB2501	38
CUA31120	Certificate III in Visual Arts	Up to 8	TQB2501	39
CUA31120	Certificate III in Visual Arts (Focus on Photography)	Up to 8	TQB2501	40
CHC22015	Certificate II in Community Services	Up to 4	TQB2501	43
CHC22015	Certificate II in Community Services (Early Childhood Focus)	Up to 4	TQB2501	44
CHC30121	Certificate III in Early Childhood Education and Care	Up to 8	TQB2501	45
HLT23221	Certificate II in Health Support Services	Up to 4	TQB2501	51
HLT33115	Certificate III in Health Services Assistance (Upgrade from completed HLT23215 Certificate II in Health Support Services)	Up to 2	TQB2501	54
MSL20122	Certificate II in Sampling and Measurement	Up to 4	TQB2501	55
MSL30122	Certificate III in Laboratory Skills (Upgrade from completed MSL20122 Certificate II in Sampling and Measurement)	Up to 2	TQB2501	56
HLT54121	Enrolled Nursing Foundation Program (Study contributes to HLT54121 Diploma of Nursing)	Up to 8	TQB2501	57
SIS20321	Certificate II in Sport Coaching	Up to 4	TQB2501	59
SIS20321/SIS30321	Certificate II in Sport Coaching/Certificate III in Fitness	Up to 8	TQB2501	60
SIT20122	Certificate II in Tourism	Up to 4	TQB2501	73
SIT20122/SIT30522	Certificate II in Tourism/Certificate III in Events	Up to 8	TQB2501	74
SIT50122	Travel and Tourism Management Foundation Program (Study contributes to SIT50122 Diploma of Travel and Tourism Management)	Up to 8	TQB2501	75
SIT50322	Event Management Foundation Program (Study contributes to SIT50322 Diploma of Event Management)	Up to 8	TQB2501	76
SHB20121	Certificate II in Retail Cosmetics	Up to 4	TQB2501	77
SHB20121/SHB30221	Certificate II in Retail Cosmetics/Certificate III in Make-Up	Up to 8	TQB2501	78
SHB20216	Certificate II in Salon Assistant	Up to 4	TQB2501	79
SHB20216	Certificate II in Salon Assistant (Barbering)	Up to 4	TQB2501	80

## South Bank

Course code	Course name	QCE credits	App Code	Page
SHB20216	Certificate II in Salon Assistant (Stefan)	Up to 4	TQB2501	81
SHB30121	Certificate III in Beauty Services	Up to 8	TQB2501	82
SHB30221	Certificate III in Make-Up	Up to 8	TQB2501	83
FBP20221	Certificate II in Baking	Up to 4	TQB2501	85
SIT20322	Certificate II in Hospitality	Up to 4	TQB2501	86
SIT20421	Certificate II in Cookery	Up to 4	TQB2501	87
SIT31021	Accelerate to Diplôme de Pâtisserie (Certificate III in Patisserie - Partial Qualification)	Up to 2	TQB2501	88

## Springfield

Course code	Course name	QCE credits	App Code	Page
10971NAT	Certificate IV in Justice Studies	Up to 8	TQSW2501	22
CHC22015	Certificate II in Community Services	Up to 4	TQSW2501	43
CHC22015	Certificate II in Community Services (Early Childhood Focus)	Up to 4	TQSW2501	44
HLT52021	Remedial Massage Foundation Program (Study contributes to HLT52021 Diploma of Remedial Massage)	Up to 8	TQSW2501	65

## WesTEC

Course code	Course name	QCE credits	App Code	Page
SHB20121	Certificate II in Retail Cosmetics	Up to 4	TQSW2501	77
SHB20216	Certificate II in Salon Assistant	Up to 4	TQSW2501	79
SHB20216	Certificate II in Salon Assistant (Barbering)	Up to 4	TQSW2501	80
AUR20720	Certificate II in Automotive Vocational Preparation (Light Vehicle)	Up to 4	TQSW2501	92
11054NAT	Certificate II in Plumbing Services	Up to 4	TQSW2501	94
CPC10120	Certificate I in Construction	Up to 3	TQSW2501	95
UEE22020	Certificate II in Electrotechnology (Career Start)	Up to 4	TQSW2501	98
MEM20422	Certificate II in Engineering Pathways	Up to 4	TQSW2501	99
MSM20216	Certificate II in Manufacturing Technology	Up to 4	TQSW2501	101

## Off-campus delivery

Course code	Course name	QCE credits	App Code	Page	Location
MST20319	Certificate II in Leather Production	Up to 4	TQB2501	32	Lockyer Valley nominated schools
HLT23221	Certificate II in Health Support Services	Up to 4	TQB2501	52	Princess Alexandra Hospital
SIS20321/ SIS30521	Academy of Sport Certificate II in Sport Coaching/Certificate III in Sport Coaching	Up to 8	TQB2501	63	Sport-specific locations
SIS20321/ SIS30421	Academy of Sport Certificate II in Sport Coaching/Certificate III in Sport - Athlete	Up to 8	TQB2501	64	Sport-specific locations