



SENIOR SUBJECT SELECTION HANDBOOK

Explore passions. Expand possibilities.



EXPLORE



DISCOVER



CHOOSE



PREPARE



SUCCEED



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Your journey starts here!'



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EXPLORE



DISCOVER



CHOOSE



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Principal's Introduction

Dear Parents and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in the interconnected and globalised 21st century. For our world to survive and thrive they will need to be responsible citizens and global contributors ready to act for a just and caring society. This is what the education of the young women and men of Carmel College is about, supported by a priority on a safe and secure environment with high expectations, and a Catholic ethos which allows for student growth in faith, strong values and a sense of service to others. Students are encouraged to both develop their abilities in the areas of school life and studies in which they excel, as well as aiming for improvement in challenge areas.

The latter part of Year 10 is a crucial time for students as they consider more deeply their future directions. This handbook is designed to provide some of the information available and should be used in conjunction with other help support and advice.

With a new senior secondary system in Queensland the questions can be numerous and the information can seem overwhelming, but the essential question remains the same: "What do I want from my schooling and how am I going to do that?"

Now is the time to consider this question carefully. Decisions made may have a significant impact, both in the short and longer term. While advice should be sought from as many sources as possible, the final decisions must rest with the student.

The curriculum at Carmel is holistic, offering the opportunity to grow socially, emotionally, spiritually and intellectually. A growth mindset, grit, learning from mistakes, collaboration and communication: not only are these the ingredients for success in learning at Carmel College, they are also the keys to success in the 21st century. I look forward to working with parents and teachers over their senior years in supporting the growth and learning of the young people we teach.

Stephen Adair
Principal

— *let your light shine* —

SENIOR SCHOOLING: THE BIG PICTURE

There are different qualifications and pathways to help every student achieve their goals.



QCE

Queensland Certificate of Education

Your senior schooling qualification.



ATAR

Australian Tertiary Admission Rank

Used for university entry.



QCIA

Queensland Certificate of Individual Achievement

For eligible students completing an individual learning program.



SEP

Senior Education Profile

Your final package of senior schooling results.



*Different pathways. Different goals.
Success looks different for every student.*



SENIOR SCHOOL LANGUAGE **CHEAT SHEET**



QCE

Queensland Certificate of Education

Your school qualification.



ATAR

Australian Tertiary Admission Rank

University entrance rank.



QTAC

Queensland Tertiary Admissions Centre

Calculates ATARs.



VET

Vocational Education and Training

Industry qualifications and career pathways.



GENERAL SUBJECT

Academic subjects

Academic subjects that can lead to university.



APPLIED SUBJECT

Practical subjects

Practical subjects for work and training pathways.



EXTERNAL ASSESSMENT

State-wide exam

State-wide exam.



QCIA

Queensland Certificate of Individual Achievement

For students on an individual learning program.



The key terms every Year 10 family should know.

UNDERSTANDING SENIOR SUBJECTS

*Choose the pathway that matches
your strengths and future goals.*

The QCAA develops four types of senior subject syllabuses. Each one offers different learning experiences and pathways.



GENERAL SUBJECTS

Academic pathway designed for students interested in university and further study.

- ✓ Best preparation for university
- ✓ Contribute to QCE
- ✓ Can contribute to ATAR (best 5 results count)

Includes Extension subjects – studied either with or after Units 3 and 4.



APPLIED SUBJECTS

Practical, industry-focused learning for students interested in work, training or further study.

- ✓ Contribute to QCE
- ✓ One Applied result may contribute to ATAR
- ✓ Real-world and hands-on learning



VET COURSES

Vocational Education and Training that provides industry qualifications and practical skills.

- ✓ Contribute to QCE
- ✓ Can contribute to ATAR (Certificate III or higher)
- ✓ Pathways to apprenticeships and traineeships



SENIOR EXTERNAL EXAMINATION

External exam only, developed and marked by the QCAA.

- ✓ Exam held in Oct/Nov each year
- ✓ No school-based assessment
- ✓ Available in a range of subjects



*Different pathways.
Different goals.*

Your future, your choice.



WHAT IS QCE?

Your pathway to your future.

QCE (Queensland Certificate of Education)

The QCE is Queensland's senior school qualification. It shows you have the skills, knowledge and attributes to take your next step with **confidence**.



WHY IT MATTERS

- ✓ Opens doors to university, TAFE, apprenticeships and work
- ✓ Recognises your achievements
- ✓ Builds skills for life
- ✓ It's your future, **your choice!**

THREE FLEXIBLE PATHWAYS TO EARN YOUR QCE



ATAR PATHWAY

- Best for university entry
- Includes General subjects
- ATAR calculation (best 5 results)



APPLIED PATHWAY

- Practical, hands-on learning
- Includes Applied subjects
- Can contribute to ATAR



VET PATHWAY

- Vocational Education and Training
- Industry skills and qualifications
- Pathways to jobs, further study and apprenticeships

WHAT YOU NEED TO ACHIEVE YOUR QCE

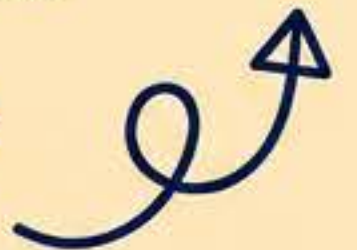
- ✓ Set amount of learning (at least 20 credits)
- ✓ Set amount of literacy and numeracy
- ✓ Set amount of core
- ✓ Set amount of elective

Plus meet literacy check requirements



YOUR FUTURE, YOUR WAY

The QCE is more than a qualification—it's the start of where *you want* to go.



WHERE CAN YOUR QCE TAKE YOU?



UNIVERSITY
Study your dream course



TAFE & VET
Build practical skills



WORK
Step into your career



LIFE
Skills for the future

*You've got the power.
We'll help you get there.*



WHAT IS AN ATAR?

Your academic ranking for university entry.

ATAR (Australian Tertiary Admission Rank)

The ATAR is a **rank** between 99.95 and 0.00 that **positions** students in relation to other Year 12 students in Queensland.

It helps universities **compare applicants** and **select students** for their courses.



WHY IT MATTERS

- ✓ Your ATAR is used for entry into most university courses.
- ✓ Higher ATARs may give you more course options.
- ✓ It reflects your overall academic achievement.
- ✓ It's your key to future opportunities.

HOW YOUR ATAR IS CALCULATED



WHAT DOES YOUR ATAR DEPEND ON?

- ✓ Your results in your selected subjects
- ✓ The scaled results of those subjects
- ✓ How other students perform
- ✓ The competitiveness of the year

ATARs can change each year depending on overall student performance.

HOW UNIVERSITIES USE YOUR ATAR

- ✓ Universities set an ATAR cut-off for each course.
- ✓ If your ATAR is equal to or above the cut-off, you may receive an offer.
- ✓ Some courses also consider prerequisites, interviews or portfolios.
- ✓ Cut-offs can change each year.

TIPS TO IMPROVE YOUR ATAR



CHOOSE WISELY

Pick subjects you enjoy and are good at.



STAY CONSISTENT

Keep up with classwork and revision all year.



WORK SMART

Use good study techniques and past exams.



SEEK HELP

Ask teachers and peers when you need support.



DO YOUR BEST

Your effort today shapes your future.

WHERE CAN YOUR ATAR TAKE YOU?



UNIVERSITY

Bachelor degrees across all study areas



FLEXIBLE PATHWAYS

Diplomas, double degrees and alternate entry options



MORE OPPORTUNITIES

Higher ATARs open more doors and course choices



BETTER FUTURE

Your ATAR is a step towards your dream career



LIFELONG IMPACT

The skills and knowledge you gain will last a lifetime

★ *Your future starts with today.*

Work hard. Stay focused. Aim high.

You've got this! ➡

GENERAL SUBJECTS EXPLAINED

Learning today. Opportunities tomorrow.



WHAT ARE GENERAL SUBJECTS?

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

General subjects include Extension subjects.



GENERAL SUBJECTS ARE UNDERPINNED BY:

- ✓ 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex, rapidly changing world.



Critical thinking



Communication



Collaboration & teamwork



Personal & social skills



ICT skills

THE SYLLABUS STRUCTURE

The syllabus structure consists of a course overview and assessment.

FOUNDATIONAL LEARNING

Build knowledge and skills.

UNIT 1



UNIT 2

- Study as a pair.
- Experience all objectives and build foundational skills.
- Assessment provides feedback and contributes to QCE.



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

CONSOLIDATION OF LEARNING

Deepen understanding and apply skills.

UNIT 3



UNIT 4

- Consolidate and extend learning.
- Assessment is summative.
- Results contribute to QCE and may contribute to ATAR.

ASSESSMENT



UNITS 1 AND 2 ASSESSMENTS

- ✓ Schools design 2–4 assessments.
- ✓ At least one assessment in each unit.
- ✓ Provide feedback on student progress.
- ✓ Schools report satisfactory completion to the QCAA.



UNITS 3 AND 4 ASSESSMENTS

- ✓ Four summative assessments in total:
 - 3 internal
 - 1 external
- ✓ Internal assessments endorsed and confirmed by QCAA.
- ✓ External assessment developed and marked by QCAA.



INSTRUMENT-SPECIFIC MARKING GUIDES

- ✓ Each syllabus provides instrument-specific marking guides (ISMGs) for internal assessments.
- ✓ Schools cannot change ISMGs.
- ✓ Discuss ISMGs with students to understand assessment requirements.



EXTERNAL ASSESSMENT

- ✓ Common to all schools.
- ✓ Same conditions, same time, same day.
- ✓ Developed and marked by the QCAA.
- ✓ Contributes a set percentage to the overall subject result (most subjects 25%; Maths and Science 50%).

PATHWAYS AFTER GENERAL SUBJECTS



EMPLOYMENT

Use your skills for work and build your career.



VOCATIONAL EDUCATION & TRAINING (VET)

Gain practical skills and earn while you learn.



FURTHER STUDY

Pathway to higher education and further training.



CAREER SUCCESS

More opportunities. Your future, your choice.



*General subjects. Real skills.
Real opportunities.*



APPLIED SUBJECTS EXPLAINED

Practical learning for real life.



APPLIED SUBJECTS

focus on practical, hands-on learning that prepares you for work, training and life.

- ✓ Learn through doing
- ✓ Connect with real-world contexts
- ✓ Build job-ready skills
- ✓ Contribute to your QCE

ASSESSMENT

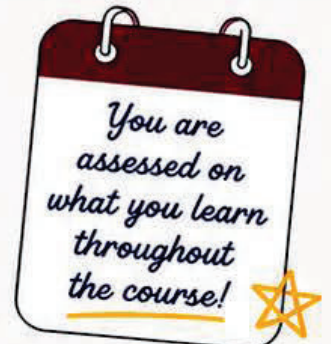


INTERNAL ASSESSMENTS ONLY

Most Applied subjects do not have an external examination.



NO EXTERNAL EXAM



WHY CHOOSE APPLIED SUBJECTS?



PRACTICAL LEARNING

Hands-on and engaging



REAL-WORLD CONNECTIONS

Learn from industry and the community



BUILD JOB SKILLS

Get skills employers are looking for



FLEXIBLE PATHWAYS

Work, further training or apprenticeships



CONTRIBUTES TO QCE

Helps you achieve your qualification

GREAT FOR STUDENTS INTERESTED IN:



Employment pathways



Apprenticeships & traineeships



Further training



Industry experience



Real-world projects



Learning by doing

Applied subjects give you the skills, confidence and experience for your future!

CAN CONTRIBUTE TO:



QCE



ATAR

(When combined with 4 General subjects or Certificate III or higher)



*Applied subjects. Real skills.
Real opportunities.*



VET COURSES

SKILLS FOR WORK. PATHWAYS FOR LIFE.

VET (Vocational Education and Training) courses give you practical skills and industry knowledge for today's jobs and tomorrow's opportunities.



WHAT ARE VET COURSES?

VET courses are workplace-focused subjects that give you hands-on experience and real skills for a wide range of industries.

- ✓ Gain practical, job-ready skills
- ✓ Learn in real or simulated workplaces
- ✓ Industry-recognised training
- ✓ Pathways to apprenticeships, traineeships and employment
- ✓ Can contribute to your QCE

POPULAR VET COURSE AREAS



BUILDING AND CONSTRUCTION

Develop skills in construction, carpentry, plastering and more.



HOSPITALITY AND TOURISM

Learn cooking, customer service and hospitality operations.



HEALTH AND COMMUNITY SERVICES

Support others and build skills in health, care and community services.



BUSINESS AND ADMINISTRATION

Develop office skills in areas like administration, marketing and accounting.



HAIR AND BEAUTY

Learn practical skills in hairdressing, beauty therapy and salon operations.



ENVIRONMENT AND SUSTAINABILITY

Build skills for careers in conservation, land management and sustainability.

HOW VET COURSES WORK



IN SCHOOL

Study at school with experienced teachers and access to industry-standard facilities.



WORKPLACE LEARNING

Gain real-world experience through work placement and industry projects.



INDUSTRY RECOGNISED

Achieve nationally recognised qualifications while completing your schooling.

BENEFITS OF VET

- ✓ Learn practical skills for real jobs
- ✓ Explore career options and discover your passion
- ✓ Build confidence and independence
- ✓ Pathways to apprenticeships, traineeships or further study
- ✓ Contributes to your QCE

PATHWAYS AFTER VET



EMPLOYMENT

Start your career with job-ready skills.



APPRENTICESHIPS & TRAINEESHIPS
Earn while you learn and build your future.



FURTHER STUDY

Use your VET skills as a pathway to higher education.



CAREER SUCCESS

Create a future full of opportunity.



*Practical skills today.
A better future tomorrow.*

- Real skills
- Real experience
- Real opportunities



COMPULSORY SUBJECTS

For **Year 11** all students must make a selection from each of the following lines:

LINE 1

Study of Religion **OR** Religion and Ethics



LINE 2

English **OR** Literature **OR** Essential English*



LINE 3

General Mathematics **OR**
Mathematical Methods **OR** Essential Mathematics*



Students must then make three (3) other choices from the subjects available.
Therefore, a total of **six (6) subjects** will be **CHOSEN**.



A reminder the College recommends that students who wish to be **ATAR Eligible** should select **5 or 6 General subjects**.



It is strongly recommended that any student following a Vocational Pathway study at least two subjects which incorporate a VET qualification.

All ATAR-ineligible students must study one VET qualification.



It is expected that students who studied **Essential English** in Year 10 will transition to Essential English unless otherwise negotiated with the relevant Curriculum Leader.



It is expected that students who studied **Essential Mathematics** in Year 10 will transition to Essential Mathematics unless otherwise negotiated with the relevant Curriculum Leader.



Let your light shine | MATTHEW 5:16

GENERAL SUBJECTS



CREATIVE
THINKING



COMMUNICATE
AND CONNECT



EXPLORE
AND ANALYSE



ENGAGE
AND GROW

Explore passions. Expand possibilities.

ANCIENT HISTORY

GENERAL SENIOR SUBJECT

Explore the past. Understand the present. Shape the future.



OVERVIEW

Ancient History is concerned with studying **people, societies and civilisations** of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. It explores the **interaction** of societies and the **impact** of individuals and groups on ancient events and ways of life, enriching our appreciation of humanity and the relevance of the ancient past.



Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. They pose increasingly complex questions about the past and develop different perspectives. A **historical inquiry process** is integral to the study of Ancient History.



Students use the skills of historical inquiry to devise questions, conduct research, analyse sources and evaluate and synthesise evidence to formulate justified historical arguments. These skills are developed through four units of study: *Investigating the Ancient World*, *Personalities in their times*, *Reconstructing the Ancient World*, and *People, power and authority*.



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

PATHWAYS



A course of study in Ancient History can establish a basis for further education and employment in a wide range of fields.



Archaeology



History



Education



Psychology



Sociology



Law



Business



Economics



Politics



Journalism
& Media



Health & Social
Sciences



Writing



Academia &
Research



Develop skills for lifelong learning, rewarding careers and informed contribution to society.

OBJECTIVES



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



devise historical questions and conduct research.



comprehend terms, concepts and issues.



analyse evidence from historical sources.



evaluate evidence from historical sources.



synthesise evidence from historical sources.



communicate to suit purpose.



Discover. Question. Analyse. Connect.
The past is the key to understanding our world.



ANCIENT HISTORY

Explore the people, events and civilisations that shaped our world

Ancient History investigates the beliefs, cultures, conflicts and personalities of the ancient world while developing research, analysis and communication skills.

WHAT WILL YOU STUDY?

UNIT 1

Investigating the Ancient World



- Digging up the past
- Features of ancient societies

Topics include:

- Archaeology and evidence
- Ancient societies
- Historical sources
- Interpreting the past

UNIT 2

Personalities in Their Time



- Personality from the Ancient World 1
- Personality from the Ancient World 2

Topics include:

- Significant individuals
- Leadership and influence
- Historical impact
- Ancient sources

UNIT 3

Reconstructing the Ancient World



Two of the following historical periods to study in this unit:

- Macedonian Empire from Philip II to Alexander III
- Rome during the Republic
- Early Imperial Rome from Augustus to Nero
- Pompeii and Herculaneum
- The Celts and/or Roman Britain

UNIT 4

People, Power and Authority



One of the following historical periods to study in this unit:

- Ancient Greece — the Persian Wars

OR

- Ancient Rome — Civil War and the breakdown of the Republic

External Assessment Personality Options:

- Cleopatra
- Julius Caesar



WHY IT MATTERS: Ancient History develops critical thinking, research, investigation and communication skills while helping students understand how the past continues to shape today's world.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

You will 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 (Units 3 & 4)

UNIT 3

- 1 IA1: Examination – Extended Response
25%



- 2 IA2: Investigation
25%



UNIT 4

- 3 IA3: Investigation
25%



- 4 EA: Examination – Short Responses
25%



Total = 100% → Subject score out of 100 and result (A–E)

AM I ELIGIBLE?

To be eligible for Ancient History it is recommended that students have demonstrated:



A high level of achievement (B standard) in Year 10 General English or Literature

OR



Year 10 History is advantageous but not essential



Discover the stories, people and events that shaped civilisation and continue to influence our world today.

BIOLOGY

GENERAL SENIOR SUBJECT

Explore life. Understand systems. Shape the future.



OVERVIEW



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 maintaining the internal environment. In **Unit 3**, students study biodiversity and the interconnectedness of life. In **Unit 4**, they explore heredity and the continuity of life.



Students learn valuable **scientific inquiry skills** to investigate questions, collect and analyse data, and evaluate evidence. These skills help them make informed, evidence-based decisions about contemporary scientific issues.



Biology builds **understanding** of how living systems work and are interrelated, from cells to ecosystems. It develops respect for life and the environment, and an appreciation of how biological knowledge is developed, applied and influences society locally and globally.



Students gain **practical experience** through fieldwork and laboratory investigations, using both qualitative and quantitative data to develop sound, evidence-based arguments.



Biology encourages **creativity, critical thinking** and effective **communication**. Students learn to communicate biological understanding and findings 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



Marine Sciences



Agriculture



Biotechnology



Environmental Rehabilitation



Biosecurity & Quarantine



Conservation



Sustainability



Build your future through the study of life and the living world.

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



Explore Life



Respect Nature



Think Critically



Work Collaboratively



Solve Problems



Act Responsibly



Create a Better Future



BIOLOGY

Exploring life, living systems and the science of the natural world



Biology develops scientific thinking, investigative skills and an understanding of living systems while preparing students for pathways in health, science, environmental studies and research.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Cells and Multicellular Organisms



Cells as the Basis of Life



Exchange of Nutrients and Wastes



Cellular Energy, Gas Exchange and Plant Physiology

Topics include:

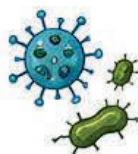
- Cell structure and function
- Transport processes
- Photosynthesis
- Respiration
- Plant systems

UNIT 2

Maintaining the Internal Environment



Homeostasis – thermoregulation and osmoregulation



Infectious Disease and Epidemiology

Topics include:

- Maintaining stable conditions
- Body systems
- Disease transmission
- Population health

UNIT 3

Biodiversity and the Interconnectedness of Life



Describing Biodiversity and Populations



Functioning Ecosystems and Succession

Topics include:

- Biodiversity
- Population dynamics
- Ecosystem function
- Ecological succession

UNIT 4

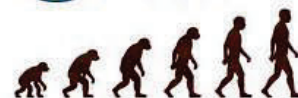
Heredity and Continuity of Life



Genetics and Heredity



Continuity of Life on Earth



Topics include:

- DNA and genes
- Inheritance patterns
- Evolution
- Species diversity



WHY IT MATTERS: You'll develop curiosity, critical thinking and practical skills to understand how living systems work and how we can care for our planet and its future.



HOW WILL YOU BE ASSESSED?



Units 1 and 2

Schools devise assessments to suit their local context.

Units 3 and 4

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

SUMMATIVE ASSESSMENTS (Units 3 and 4)

UNIT 3

1

IA1: Data Test

10%



2

IA2: Student Experiment

20%



Total = 100% → Subject score out of 100 and result (A–E)

UNIT 4

3

IA3: Research Investigation

20%



4

EA: Examination – Combination Response

50%



AM I ELIGIBLE?



To be eligible for Biology it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 Biology.

WHO WOULD ENJOY BIOLOGY?



Curious about living things



Interests in nature and ecosystems



Enjoys scientific investigations



Interested in health and science



Wants to make a difference

Discover how life works — from cells and ecosystems to genetics and the future of our planet.

BUSINESS

GENERAL SENIOR SUBJECT

Learn. Lead. Innovate. Succeed.



OVERVIEW

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society. As a dynamic and evolving discipline, it responds to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.



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



Students investigate the **business life cycle** from seed to post-maturity and develop skills in examining business data and information. They learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship, and explore the influence of functional areas including **finance, human resources, marketing and operations**.



Learning in Business integrates an **inquiry approach** with authentic case studies. Students apply inquiry processes and use technological, communication and analytical tools to comprehend, analyse and interpret data. They **evaluate strategies** using business criteria underpinned by communication, leadership, creativity and sophisticated thinking.



This course fosters ambition and success while upholding **social and ethical values** and responsibilities. Students develop interpersonal and **leadership skills** through individual and collaborative activities, building confidence and capacity to participate as global citizens in the 21st century.



Business allows students to engage with the **dynamic business world**, 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 a wide range of fields.



Business Management



Entrepreneurship & Business Development



Business Analytics



Economics



Business Law



Accounting & Finance



International Business



Marketing



Human Resources Management



Business Information Systems



Develop skills and knowledge for a changing world and a successful future.

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.



*Think critically. Act ethically. Create value.
Your future. Your business.*



BUSINESS

Understanding how businesses start, grow and adapt in a changing world

Business develops entrepreneurial thinking, problem-solving and decision-making skills by exploring how successful businesses are created, managed and transformed.

WHAT WILL YOU STUDY?

UNIT 1

Business Creation



- Fundamentals of business
- Creation of business ideas

Topics include:

- Entrepreneurship
- Business fundamentals
- Innovation
- Developing business ideas

UNIT 2

Business Growth



- Establishment of a business
- Entering markets

Topics include:

- Business operations
- Market opportunities
- Growth strategies
- Customer needs

UNIT 3

Business Diversification



- Competitive markets
- Strategic development

Topics include:

- Competition
- Strategic planning
- Business performance
- Market positioning

UNIT 4

Business Evolution



- Repositioning a business
- Transformation of a business

Topics include:

- Change management
- Business transformation
- Innovation
- Long-term sustainability



WHY IT MATTERS: Business develops critical thinking, leadership, financial literacy and communication skills while helping students understand how organisations succeed in a rapidly changing world.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Examination – Combination Response

25%



2 IA2: Business Report

25%



UNIT 4

3 IA3: Feasibility Report

25%



4 EA: Examination – Combination Response

25%



Total = 100% → Subject score out of 100 and result (A–E)

AM I ELIGIBLE?

To be eligible for Business it is recommended that students have demonstrated:



A high level of achievement (B standard) in Year 10 General English or Literature



Year 9/10 Economics and Business is advantageous but not essential



Learn how businesses create opportunities, respond to challenges and drive innovation in our economy.

CHEMISTRY

GENERAL SENIOR SUBJECT

Explore matter. Understand change. Shape the future.



OVERVIEW



Chemistry is the study of **materials and their properties and structure**. Across four units, students explore **atomic structure, bonding, reactions, equilibrium, and organic chemistry** to understand how and why substances behave as they do.



Chemistry develops students' **understanding of chemical theories and models**, the factors that affect chemical systems, and how to control these systems to produce desired outcomes.



Students learn through **inquiry and experimentation**, collecting and analysing data to interpret evidence and solve problems. They build skills to critically evaluate claims and make informed, ethical decisions about chemical issues.



Chemistry highlights the role of chemistry in **research, industry and society**, and its impact on the environment and everyday life. It fosters curiosity, critical thinking and responsible action.



Students **communicate** chemical understanding and findings using appropriate representations, language and nomenclature for a range of audiences.

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



Sports Science



Build a strong foundation for future study and careers in science and beyond.

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



Think Critically



Investigate Scientifically



Act Responsibly



Collaborate Effectively



Solve Problems



Improve Our World

CHEMISTRY

Exploring matter, reactions and the science behind the world around us

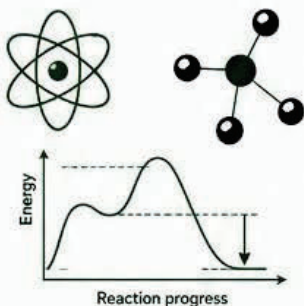
Chemistry develops analytical thinking, problem-solving and laboratory skills while helping students understand the substances and reactions that underpin modern science, medicine and technology.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

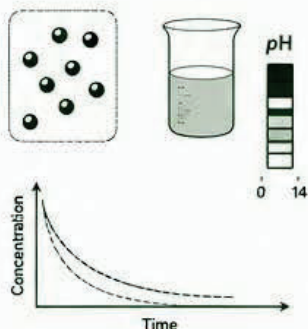
Chemical Fundamentals —
Structure, Properties
and Reactions



- Atomic structure
- Bonding and materials
- Chemical reactions
- Energy changes
- Chemical properties

UNIT 2

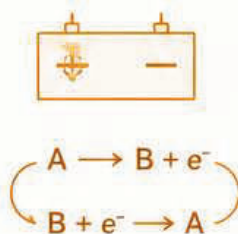
Molecular Interactions
and Reactions



- Gas behaviour
- Acids and bases
- Solutions
- Collision theory
- Reaction rates

UNIT 3

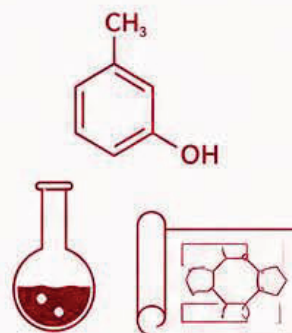
Equilibrium, Acids
and Redox Reactions



- Chemical equilibrium systems
- Oxidation and reduction
- Electrochemical processes
- Electron transfer
- Chemical change

UNIT 4

Structure, Synthesis
and Design



- Organic chemistry
- Molecular structures
- Chemical synthesis
- Designing new materials



WHY IT MATTERS: Chemistry develops analytical thinking, problem-solving and laboratory skills while helping students understand the substances and reactions that underpin modern science, medicine and technology.

HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 and 4)

	UNIT 3	UNIT 4
1	IA1: Data Test 10% Problem-solving and modelling task	IA3: Research Investigation 20% Short response
2	IA2: Student Experiment 20% Short response	EA: Examination – Combination Response 50% Examination – combination response



Total = 100% → Subject Score out of 100 and Result (A–E)

WHO WOULD ENJOY CHEMISTRY?

Students who enjoy:



Understanding how matter works



Laboratory investigations



Science and experimentation



Health and medical pathways



Engineering and technology

★ *Let Your Light Shine*

Discover how matter behaves, reacts and shapes the technologies and innovations of our future.

DANCE

GENERAL SENIOR SUBJECT

Move. Express. Connect. Inspire.



➤ OVERVIEW



Dance uses the body as an **instrument for expression** and communication of ideas. Students learn through **making, performing** and **responding** to dance in a range of **styles, cultures** and **contexts**, including Indigenous Australian dance.



Students develop **practical, creative** and **critical thinking skills** by exploring historical, current and emerging dance practices from Australian and global perspectives.



Dance fosters **personal growth, self-awareness** and **confidence** while building respect for self, others and diverse cultures. Collaboration and social inclusion are central to learning.



Engaging in dance supports **wellbeing, lifelong skills** and holistic development. It encourages students to reflect on their world and communicate meaning through movement.



Students integrate **new technologies** in choreography, performance and analysis, preparing them for a creative, connected and multimodal future.

PATHWAYS ⇐



A course of study in Dance can establish a basis for further education and employment in dance and a wide range of industries, including:



Dance



Creative Industries



Cultural Institutions



Administration & Management



Health



Communications



Education



Research & Science



Develop creativity. Build skills.
Shape your future through dance.

OBJECTIVES ⇐

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



demonstrate an understanding of dance concepts and skills



apply literacy skills



organise and apply the dance concepts



analyse and interpret dance concepts and skills



apply technical skills



realise meaning through expressive skills



create dance to communicate meaning



evaluate dance, justifying the use of dance concepts and dance skills



Think
Critically



Explore
Creatively



Collaborate
Respectfully



Move
Confidently



Connect
Globally

"Move. Express. Connect. Inspire."



DANCE

Expressing ideas, stories and perspectives through movement

Dance develops creativity, confidence, collaboration and communication skills while encouraging students to express ideas and perspectives through movement.

WHAT WILL YOU STUDY?

UNIT 1

Moving Bodies

How does dance communicate meaning for different purposes and in different contexts?



Topics include:

- Dance techniques
- Performance skills
- Communication through movement
- Dance in different contexts

UNIT 2

Moving Through Environments

How does the integration of the environment shape dance to communicate meaning?



Topics include:

- Site-specific dance
- Performance spaces
- Environment and movement
- Audience experience

UNIT 3

Moving Statements

How is dance used to communicate viewpoints?



Topics include:

- Choreographic intent
- Dance as expression
- Contemporary issues
- Communicating perspectives

UNIT 4

Moving My Way

How does dance communicate meaning for me?



Topics include:

- Personal style
- Artistic voice
- Creative interpretation
- Performance refinement



WHY IT MATTERS: Dance develops creativity, confidence, collaboration and communication skills while encouraging students to express ideas and perspectives through movement.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3		UNIT 4	
1	IA1: Performance 20%	3	IA3: Dance Work 35%
2	IA2: Choreography 20%	4	EA: Examination – Extended Response 25%
Total = 100% → Subject score out of 100 and result (A–E)			

WHO WOULD ENJOY DANCE?

Students who enjoy:



Performance



Music and movement



Creative expression



Collaboration



Building confidence



Move, create and communicate through the powerful language of dance.

DESIGN

GENERAL SENIOR SUBJECT

Imagine. Create. Solve. Design the future.



OVERVIEW



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



In Unit 1, students will learn about and experience designing in the context of **stakeholder-centred design**. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of **commercial design**, considering the role of the client and the influence of economic, social and cultural issues. They will use a **collaborative design approach**.



In Unit 3, students will learn about and experience designing in the context of **human-centred design**. They will use **designing with empathy** as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of **sustainable design**. They will explore design opportunities and design to improve economic, social and ecological **sustainability**.



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



Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable **21st century skills** in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and **information & communication technologies (ICT)** skills.



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



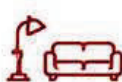
Fashion Design



Graphic Design



Industrial Design



Interior Design



Landscape Architecture



Design thinking and skills are transferable across many industries and support lifelong learning and future career pathways.

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.



*Good design makes life better.
Think. Create. Collaborate. Inspire change.*



DESIGN

Designing creative solutions for people, communities and the future

Design develops creative, critical and strategic thinking skills by exploring how designers respond to needs, opportunities and challenges through innovative solutions.

WHAT WILL YOU STUDY?

UNIT 1

Stakeholder-Centred Design



- Designing for others

Topics include:

- Understanding stakeholders
- Design thinking
- User needs
- Creating solutions for real people

UNIT 2

Commercial Design Influences



- Responding to needs and wants

Topics include:

- Consumer needs
- Market influences
- Commercial design
- Product development

UNIT 3

Human-Centred Design



- Designing with empathy

Topics include:

- Empathy in design
- Human experiences
- Inclusive design
- Meaningful solutions

UNIT 4

Sustainable Design Influences



- Responding to opportunities

Topics include:

- Sustainable futures
- Ethical design
- Innovation
- Long-term impact



WHY IT MATTERS: Design develops creativity, collaboration, communication and problem-solving skills while preparing students to create innovative solutions for real-world challenges.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3		UNIT 4	
1	IA1: Design Challenge 20%	3	IA3: Project 25%
2	IA2: Project 30%	4	EA: Examination – Extended Response 25%
 Total = 100%		→ Subject score out of 100 and result (A-E)	

WHO WOULD ENJOY DESIGN?

Students who enjoy:



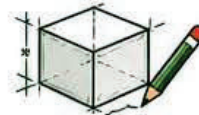
Creativity and innovation



Visual communication



Problem solving



Designing products and solutions



Working collaboratively



Create innovative solutions that respond to the needs of people, communities and a changing world.

DRAMA

GENERAL SENIOR SUBJECT

Explore. Create. Perform. Inspire.



➤ OVERVIEW



Drama explores the human experience through **stories, emotions and ideas**. Students **create, perform and respond** to dramatic works in a range of styles, spaces and contexts, developing artistic skills and global perspectives.



Students study **dramatic languages and traditions** from diverse cultures and times. They learn to **interpret, critique and appreciate** drama as both artists and audience using critical literacies.



Drama develops **21st century skills** including critical and creative thinking, communication, collaboration, digital literacy and personal and social skills.



Through collaboration and creativity, students build **confidence, empathy and social awareness** while discovering and expressing their unique voices.



Drama fosters **innovation and imaginative thinking**, equipping students with transferable skills to connect, communicate and shape possible futures.

PATHWAYS ⇐



A course of study in Drama can establish a basis for further education and employment in many fields, including:



Creative Industries



Cultural Institutions



Administration & Management



Law



Communications



Education



Public Relations



Research



Science & Technology



And more



Develop creativity. Communicate with impact.
Shape stories. Shape the future.

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



"Language bridges cultures, connects people, creates opportunities."



DRAMA

Exploring stories, ideas and the human experience through performance

Drama develops creativity, confidence, collaboration and communication skills while encouraging students to explore ideas, perspectives and human experiences through performance.

WHAT WILL YOU STUDY?

UNIT 1

Share

How does drama promote shared understandings of the human experience?



Topics include:

- Storytelling
- Character and role
- Performance skills
- Human experiences

UNIT 2

Reflect

How is drama shaped to reflect lived experience?



Topics include:

- Theatre styles
- Personal experiences
- Context and meaning
- Audience interpretation

UNIT 3

Challenge

How can we use drama to challenge our understanding of humanity?



Topics include:

- Dramatic viewpoints
- Social issues
- Creative experimentation
- Challenging assumptions

UNIT 4

Transform

How can you transform dramatic practice?



Topics include:

- Innovation in performance
- Contemporary theatre
- Creative transformation
- Artistic development



WHY IT MATTERS: Drama develops creativity, confidence, collaboration and communication skills while encouraging students to explore ideas, perspectives and human experiences through performance.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3		UNIT 4	
1	IA1: Performance 20%	3	IA3: Practice-Led Project 35%
2	IA2: Dramatic Concept 20%	4	EA: Examination – Extended Response 25%
Total = 100% → Subject score out of 100 and result (A–E)			

AM I ELIGIBLE?



To be eligible for Drama it is recommended that students have been able to demonstrate a satisfactory level of achievement (C standard) in Year 10 General English or Literature.



Year 10 Drama is advantageous but not essential.



Create, perform and transform stories that connect with audiences and explore the human experience.



ECONOMICS

GENERAL SENIOR SUBJECT

Understand. Analyse. Decide. Shape the future.



OVERVIEW

The discipline of economics is integral to every aspect of our lives. It challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions.



Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information, consider policies from various perspectives, and use models and tools to investigate outcomes and make decisions.



The field of economics is typically divided into two: **microeconomics** (individuals, households and businesses) and **macroeconomics** (economy-wide phenomena). Students explore concepts such as opportunity costs, economic models, demand and supply, market failures, government strategies and interventions, international trade and Australia's place in the global economy, and Australian economic management.



Curiosity drives learning in Economics. An inquiry approach encourages reflection and metacognitive awareness. Intellectual rigour is developed through the appraisal of data and information and by testing assumptions in models, ideas and perspectives to understand trade-offs and consequences.



In the 21st century, Economics develops critical thinking, digital literacy and economic thinking skills. These transferable skills open pathways to further study and a wide range of career opportunities.



Economics appeals to students from diverse interests and complements studies in Humanities, Business, Mathematics, Technology and Science. It equips students to think deeply about real-world challenges and provides tools to think creatively, solve problems and contribute to policy and business innovation.



Economics provides a competitive advantage for future careers, including management and entrepreneurship, and is an excellent complement for those wanting to solve real-world science, environmental and social problems and engage in government policy debates.

PATHWAYS



A course of study in Economics can establish a basis for further education and employment in a wide range of fields.



Economics



Econometrics



Management



Data Analytics



Business



Accounting



Finance



Actuarial Science



Law



Political Science



Develop the skills and knowledge to succeed in further study, diverse careers and as informed, active citizens in a changing world.

OBJECTIVES



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



comprehend economic concepts, principles and models



analyse economic issues



evaluate economic outcomes



create responses that communicate economic meaning to suit the intended purpose.



*Scarce resources. Unlimited possibilities.
Think critically. Act wisely. Build tomorrow.*



ECONOMICS

Understanding how economies work and how decisions shape our world

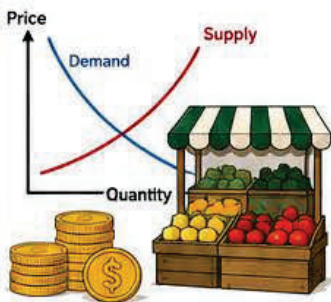
Economics develops analytical thinking, problem-solving and decision-making skills while helping students understand the forces that influence businesses, governments and everyday life.

WHAT WILL YOU STUDY?

UNIT 1

Markets and Models

- The basic economic problem
- Economic flows
- Market forces



Topics include:

- Scarcity and choice
- Supply and demand
- Consumers and producers
- Economic decision making

UNIT 2

Modified Markets

- Markets and efficiency
- Case options of market measures and strategies



Topics include:

- Government intervention
- Market failure
- Efficiency
- Economic policy responses

UNIT 3

International Economics

- International trade
- Global economic issues



Topics include:

- Trade and specialisation
- Globalisation
- Exchange and trade relationships
- International economic challenges

UNIT 4

Contemporary Macroeconomics

- Macroeconomic objectives and theory
- Economic indicators and past budget stances
- Economic management



Topics include:

- Inflation
- Unemployment
- Economic growth
- Government economic management



WHY IT MATTERS: Economics develops analytical thinking, problem-solving and decision-making skills while helping students understand the forces that influence businesses, governments and everyday life.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

- 1 IA1: Examination – Combination Response

25%



- 2 IA2: Investigation

25%



UNIT 4

- 3 IA3: Examination – Extended Response

25%



- 4 EA: Examination – Combination Response

25%



Total = 100% → Subject score out of 100 and result (A–E)

AM I ELIGIBLE?



To be eligible for Economics it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature.



Year 9/10 Economics and Business is advantageous but not essential.



Explore the forces that shape economies, influence decisions and impact our future.



FILM, TV AND NEW MEDIA

GENERAL SENIOR SUBJECT

Create. Capture. Communicate.



➔ OVERVIEW



Film, Television & New Media empowers students to tell stories through moving images, developing **creative and critical thinking** using industry standard equipment and technologies.



Students learn the **complete production process** – from idea development and pre-production to production and post-production – to create high-quality screen products.



They work independently and collaboratively to design, create and refine media products, developing **practical skills** in cinematography, sound, editing and mise-en-scène to construct meaning.



Students explore **five key concepts** – technologies, representations, audiences, institutions and languages – to analyse and create media, informed by contemporary theories and practices.



The subject builds essential **21st century skills** including creative thinking, communication, collaboration, critical analysis and digital and ethical citizenship.

PATHWAYS

A course of study in Film, Television & New Media can establish a basis for further education and employment in a wide range of fields, including:

- Film and television (cinematography, sound, editing)
- Media and communication industries
- Advertising and marketing
- Creative arts and design
- Education
- Public relations and digital media

Develop transferable, in-demand skills through creative problem-solving, collaboration and project-based learning.

OBJECTIVES

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

- 1 design moving-image media products
- 2 create moving-image media products
- 3 resolve film, television and new media ideas, elements and processes
- 4 apply literacy skills
- 5 analyse moving-image media products
- 6 evaluate film, television and new media products, practices and viewpoints

"Language bridges cultures, connects people, creates opportunities."

FILM, TELEVISION & NEW MEDIA

Creating, analysing and understanding media in a digital world

Film, Television & New Media develops creativity, critical thinking and communication skills while helping students understand how media shapes culture, identity and society.

WHAT WILL YOU STUDY?

UNIT 1

Foundation



Technologies



Institutions



Languages



Topics include:

- Media foundations
- Film and television technologies
- Media institutions
- Media language and conventions

UNIT 2

Stories



Representations



Audiences



Languages



Topics include:

- Storytelling
- Representation
- Audience engagement
- Media construction

UNIT 3

Participation



Technologies



Audiences



Institutions



Topics include:

- Digital participation
- Interactive media
- Media industries
- Audience influence

UNIT 4

Artistry



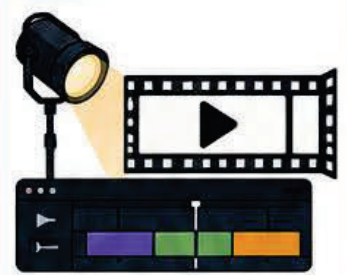
Technologies



Representations



Languages



Topics include:

- Creative media production
- Artistic choices
- Stylistic techniques
- Meaning and communication



WHY IT MATTERS: Film, Television & New Media develops creativity, critical thinking and communication skills while helping students understand how media shapes culture, identity and society.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Case Study Investigation



15%

2 IA2: Multi-Platform Content Project



25%



Total = 100% → Subject Score out of 100 and Result (A-E)

UNIT 4

3 IA3: Stylistic Production



35%

4 EA: Examination – Extended Response



25%

WHO WOULD ENJOY FILM, TELEVISION & NEW MEDIA?

Students who enjoy:



Film and television



Digital media



Creative production



Storytelling



Visual communication

Create, analyse and communicate through the powerful world of film, television and digital media.

FOOD & NUTRITION

GENERAL SENIOR SUBJECT

Nourish today. Innovate tomorrow. Feed the future.



OVERVIEW



Food & Nutrition explores food through the lenses of **food science, nutrition and food technologies**. Students learn how nutrients work, how food is produced and managed across the food system, and how to create safe, nutritious and sustainable food solutions for the future.



The course is **developmental across four units**. Students build knowledge of nutrients, food safety, sensory profiling, consumer and market influences, food formulations, and preservation techniques. They investigate problems in nutrition consumer markets and design solutions that improve safety, nutrition, transparency, accessibility and sustainability.



Students use a **problem-solving process** to explore needs and opportunities, develop and test ideas, and evaluate real-world solutions. They apply food science, nutrition and technologies knowledge to solve complex, open-ended problems, working collaboratively and using evidence to justify decisions.



The course is **inclusive and future-focused**. Students develop 21st century skills including critical thinking, creativity, communication, collaboration, teamwork and ICT skills. They become adaptable, resilient and enterprising individuals who can respond to contemporary challenges in food and nutrition.



Students gain an appreciation of the role food plays in society and the importance of sustainability, ethics and innovation in building a safe, healthy and sustainable food future.

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.



Science



Technology



Engineering



Health



Gain skills for a resilient and innovative future.



Work in diverse teams to solve real-world challenges.



Create safe, nutritious and sustainable food solutions.



Develop career pathways that make a difference locally and globally.

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.



Nourish People



Respect the Planet



Innovate Solutions



Work Together



Ensure Safety and Quality



Build a Better Future

FOOD & NUTRITION

Exploring the science of food, nutrition and consumer choices

Food & Nutrition develops scientific understanding, critical thinking and problem-solving skills while exploring the relationship between food, health and consumer needs.

WHAT WILL YOU STUDY?

UNIT 1

Food Science of Vitamins, Minerals and Protein

- Introduction to the food system
- Vitamins and minerals
- Protein



Topics include:

- Food systems
- Nutritional science
- Vitamins and minerals
- Protein and health

UNIT 2

Food Drivers and Emerging Trends

- Consumer food drivers
- Sensory profiling
- Food safety and labelling
- Food formulation for consumers



Topics include:

- Consumer behaviour
- Food trends
- Food safety
- Product development

UNIT 3

Food Science of Carbohydrate and Fat

- Carbohydrate
- Fat



Topics include:

- Energy sources
- Nutrition science
- Food composition
- Health and wellbeing

UNIT 4

Food Solution Development for Nutrition Consumer Markets

- Formulation and reformulation for nutrition consumer markets
- Nutrition consumer markets



Topics include:

- Product innovation
- Nutrition-focused design
- Consumer markets
- Food solutions



WHY IT MATTERS: Food & Nutrition develops scientific understanding, critical thinking and problem-solving skills while exploring the relationship between food, health and consumer needs.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

- 1 IA1: Examination – Combination Response

25%



- 2 IA2: Food & Nutrition Solution

25%



UNIT 4

- 3 IA3: Food & Nutrition Solution

25%



- 4 EA: Examination – Combination Response

25%



Total = 100% → Subject Score out of 100 and Result (A–E)

WHO WOULD ENJOY FOOD & NUTRITION?

Students who enjoy:



Health and wellbeing



Food science



Product development



Consumer trends



Creative problem solving

Discover how food science, nutrition and innovation shape healthier choices and future food solutions.

GENERAL ENGLISH

GENERAL SENIOR SUBJECT



Explore ideas. Express yourself. Shape the world.

OVERVIEW



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.



Everyday & Social Contexts



Community Participation



Further Education



Work-Related Contexts



Lifelong Learning



Local & Global Citizenship

OBJECTIVES

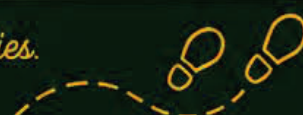


By the conclusion of the course of study, students will:

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



Great writing. Critical thinking. Limitless possibilities.
Your words. Your future.



GENERAL ENGLISH



UNIT 1



Perspectives and texts

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 2



Texts and culture

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 3



Textual connections

- Conversations about issues in texts
- Conversations about concepts in texts

UNIT 4



Close study of literary texts

- Creative responses to literary texts
- Critical responses to literary texts



ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3



SUMMATIVE INTERNAL ASSESSMENT 1 (IA1):

- Spoken persuasive response

25%



SUMMATIVE INTERNAL ASSESSMENT 2 (IA2):

- Written response for a public audience

25%

UNIT 4



SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):

- Examination — extended response

25%



SUMMATIVE EXTERNAL ASSESSMENT (EA):

- Examination — extended response

25%



ELIGIBILITY REQUIREMENTS

To be eligible for General English it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature.

"Language connects. Ideas matter. Opportunities begin."

GENERAL MATHEMATICS

GENERAL SENIOR SUBJECT

Understand. Solve. Succeed.



OVERVIEW

- ✓ Develops **logical thinking, creativity and curiosity** while building skills for everyday life, further study and future careers.
- ✓ Students **think critically, communicate** their ideas, use technology and work collaboratively to solve real-world problems.
- ✓ Encourages **independent learners** who can think flexibly, make informed decisions and apply their knowledge in many situations.
- ✓ Builds on P-10 learning across the **major domains of mathematics** to develop key concepts and real-world applications.
- ✓ Designed for students who want to **extend their mathematical skills** beyond Year 10 without the need for calculus.

KEY DOMAINS OF GENERAL MATHEMATICS



NUMBER AND ALGEBRA

Work with numbers, rates, percentages, financial mathematics, expressions and sequences.



MEASUREMENT AND GEOMETRY

Use measurement, geometric reasoning and trigonometry to solve practical problems.



STATISTICS

Explore real-world phenomena by collecting, analysing and interpreting data.



NETWORKS AND MATRICES

Use matrices and networks to model and solve authentic problems.



Built on the content of the P-10 Australian Curriculum and designed for real-world relevance.

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



The Arts

OBJECTIVES



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

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



Understand maths. Solve problems. Shape your future.
Real knowledge. Real opportunities.



GENERAL MATHEMATICS

Real maths for everyday life and future choices

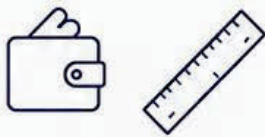
General Mathematics focuses on practical skills you'll use in everyday life, further study and the workplace.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

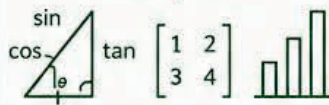
Money, measurement, algebra and linear equations



- Consumer arithmetic
- Shape and measurement
- Similarity and scale
- Algebra
- Linear equations and their graphs

UNIT 2

Applications of linear equations and trigonometry, matrices and univariate data analysis



- Applications of linear equations and their graphs
- Applications of trigonometry
- Matrices
- Univariate data analysis 1
- Univariate data analysis 2

UNIT 3

Bivariate data and time series analysis, sequences and Earth geometry



- Bivariate data analysis 1
- Bivariate data analysis 2
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

UNIT 4

Investing and networking



- Loans, investments and annuities 1
- Loans, investments and annuities 2
- Graphs and networks
- Networks and decision mathematics 1
- Networks and decision mathematics 2



WHY IT MATTERS: You'll build confidence with numbers, solve real-world problems and develop skills for further study, work and everyday decision-making.

HOW WILL YOU BE ASSESSED?



Units 1 and 2

Schools devise assessments to suit their local context.

Units 3 and 4

You will complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100.

You will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS (Units 3 and 4)

	UNIT 3	UNIT 4
1	IA1: PSMT 20% Problem-solving and modelling task	
2	IA2: Examination 15% Short response	
3		IA3: Examination 15% Short response
4		EA: External Assessment 50% Examination – combination response



Total = 100% → Subject score out of 100 and result (A–E)

AM I ELIGIBLE?

To be eligible for General Mathematics it is recommended that you have demonstrated:



At least a high level of achievement (B standard) in Year 10 General Mathematics



A sound level of achievement (C standard) in Year 10 Mathematical Methods



GEOGRAPHY

GENERAL SENIOR SUBJECT

Explore places. Understand connections. Shape a sustainable future.



➤ OVERVIEW



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



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



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



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



In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of **geographical challenges** and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.



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

PATHWAYS ⇐



A course of study in Geography can establish a basis for further education and employment in a wide range of fields.



Urban & Environmental Design



Planning & Management



Biological & Environmental Science



Conservation & Land Management



Emergency Response & Hazard Management



Oceanography



Surveying



Global Security



Economics & Business



Law



Engineering & Architecture



Information Technology



Science



Develop knowledge and skills for diverse careers and contribute to building a sustainable and resilient future.

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.



*Think geographically. Act sustainably. Make a difference.
Understand today. Shape tomorrow.*



GEOGRAPHY

Understanding places, environments and the challenges shaping our future

Geography develops critical thinking, problem-solving and decision-making skills while helping students understand how people, places and environments interact in a changing world.

WHAT WILL YOU STUDY?

UNIT 1

Responding to Risk and Vulnerability in Hazard Zones

- Natural hazard zones
- Ecological hazard zones



Topics include:

- Natural disasters
- Environmental hazards
- Risk management
- Vulnerable communities

UNIT 2

Planning Sustainable Places

- Responding to challenges facing a place in Australia
- Managing challenges facing a megacity



Topics include:

- Urban planning
- Sustainability
- Population pressures
- Managing growth

UNIT 3

Responding to Land Cover Transformations

- Land cover transformations and climate change
- Responding to local land cover transformations



Topics include:

- Land cover transformations
- Climate impacts
- Environmental management
- Local case studies

UNIT 4

Managing Population Change

- Population challenges in Australia
- Global population change



Topics include:

- Population growth
- Migration
- Demographic trends
- Future challenges



WHY IT MATTERS: Geography develops critical thinking, problem-solving and decision-making skills while helping students understand how people, places and environments interact in a changing world.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

- 1 IA1: Examination – Combination Response

25%



- 2 IA2: Field Report

25%



UNIT 4

- 3 IA3: Data Report

25%



- 4 EA: Examination – Combination Response

25%



Total = 100% → Subject Score out of 100 and Result (A–E)

AM I ELIGIBLE?



To be eligible for Geography it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature.

WHO WOULD ENJOY GEOGRAPHY?

Students who enjoy:



Understanding the world



Investigating real-world issues



Sustainability and the environment



Maps and spatial thinking



Environmental problem solving

Explore the connections between people, places and environments in a rapidly changing world.

HEALTH

GENERAL SENIOR SUBJECT

Healthy today. Stronger tomorrow. Better together.



OVERVIEW



The Health syllabus explores the **determinants** that create and promote lifelong health and well-being. Using the Health **inquiry** model, students investigate health issues, evaluate influences and take informed action to **advocate for positive, sustainable change**.



The course is **developmental** across four units, using a **strengths-based approach**. Students build understanding of **personal resilience**, then explore influences of **peers, family and community** through elective topics. The final unit focuses on **innovations** that support respectful relationships and post-schooling transitions.



Students use an **inquiry approach** to **analyse** health information, define issues and **plan, implement, evaluate** and **reflect** on **action strategies** that mediate, enable and advocate change at personal, peer, family and community levels.



Health develops **critical thinking, empathy** and **problem-solving skills**. It highlights the value and dynamic nature of the discipline and prepares students for further study, active citizenship and diverse career pathways.



The health industry is **growing** and offers **strong employment opportunities**. Studying Health builds **21st century skills**—communication, collaboration, creativity and ICT—empowering students to improve outcomes for individuals, communities and society.

PATHWAYS



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



Health Science



Public Health



Health Education



Allied Health



Nursing



Medical Professions



Research and Policy



Community Health



Prepare for meaningful careers that make a difference in the health and well-being of people and communities.

OBJECTIVES

By the conclusion of the course of study, students will



recognise and describe information about health-related topics and issues



comprehend and use the Health inquiry model



analyse and interpret information to draw conclusions about health-related topics and issues



critique information to distinguish determinants that influence health status



investigate and synthesise information to develop action strategies



evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion



organise information for particular purposes



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



Build Resilience



Strengthen Connections



Advocate for Change



Think Critically



Act for a Healthier Future



Empowered Communities

HEALTH

Understanding wellbeing, relationships and healthy living in a changing world

Health develops critical thinking, communication and decision-making skills while helping students build positive relationships and make informed choices about their wellbeing.

WHAT WILL YOU STUDY?

UNIT 1

Resilience as a Personal Health Resource



Topics include:

- Mental wellbeing
- Personal strengths
- Resilience skills
- Healthy decision making

UNIT 2

Peers and Family as Resources for Healthy Living



Topics include:

- Healthy relationships
- Support networks
- Risk behaviours
- Personal identity

UNIT 3

Community as a Resource for Healthy Living



Topics include:

- Community wellbeing
- Social issues
- Health challenges
- Access to support services

UNIT 4

Respectful Relationships in the Post-Schooling Transition



Topics include:

- Respect and consent
- Relationship skills
- Transition to adulthood
- Future wellbeing



WHY IT MATTERS: Health helps you understand yourself and others, make informed choices and build the skills for a healthy, balanced and connected life.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A-E).

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Action Research

25%



2 IA2: Examination – Extended Response

25%



UNIT 4

3 IA3: Investigation

25%



4 EA: Examination – Extended Response

25%



Total = 100%



Subject Score out of 100 and Result (A-E)

WHO WOULD ENJOY HEALTH?

Students who enjoy:



Understanding wellbeing



Building healthy relationships



Supporting others



Exploring social issues



Making informed life choices

Build the knowledge, skills and confidence to live a healthy, balanced and connected life.

JAPANESE

GENERAL SENIOR SUBJECT



Language bridges cultures, connects people, creates opportunities.

⇒ OVERVIEW



Japanese develops students' ability to **communicate**, **interpret** and **create meaning** in spoken, written and visual texts. Students engage in meaningful interactions that build linguistic skills, cultural understanding and global awareness.



Through authentic use of Japanese, students explore the language and cultures of Japan and Japanese-speaking communities, fostering **intercultural understanding** and respect for diversity.



Students **analyse**, **evaluate** and **create** a variety of texts for different purposes and audiences. They develop critical and creative thinking, problem-solving and flexible communication skills in real-life contexts.



Learning is **personalised and student-centred**, connecting language study to students' interests, experiences and goals to build confidence and engagement.



Japanese is a valuable **21st century skill** that opens doors to further education, careers and participation in an interconnected global society.

PATHWAYS ⇐



A course of study in Japanese can establish a basis for further education and employment in many professions and industries, including:



Business



Hospitality



Law



Science



Technology



Sociology



Education



And more



Explore your world.

Expand your future.

Speak Japanese. Connect globally.

OBJECTIVES ⇐

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



comprehend Japanese to understand information, ideas, opinions and experiences



identify tone, purpose, context and audience to infer meaning



analyse and evaluate information and ideas to draw conclusions



apply knowledge of language elements of Japanese to construct meaning



structure, sequence and synthesise information to justify opinions and perspectives



communicate using contextually appropriate Japanese



"Language bridges cultures, connects people, creates opportunities."





JAPANESE

Exploring language, culture and global connections



Japanese develops communication skills, intercultural understanding and global awareness while helping students connect with one of Australia's most important regional partners.

WHAT WILL YOU STUDY?

UNIT 1

私の暮らし
(My World)



Family/
Carers



Peers



Education

Topics include:

- Family relationships
- Friendships
- School life
- Everyday experiences

UNIT 2

私達の世界を
たんけんする
(Exploring Our World)



Travel and
Exploration



Social
Customs



Japanese
Influences
Around the World

Topics include:

- Travel experiences
- Cultural traditions
- Japanese customs
- Global connections

UNIT 3

私達の社会、文化と
アイデンティティ
(Our Society, Culture
and Identity)



Lifestyles
and Leisure



The Arts,
Entertainment
and Sports



Groups in
Society

Topics include:

- Contemporary Japanese society
- Identity and culture
- Leisure activities
- Popular culture

UNIT 4

私の現在と将来
(My Present;
My Future)



The
Present



Future
Choices



Study and Career
Pathways

Topics include:

- Future aspirations
- Personal goals
- Career choices
- Life beyond school



WHY IT MATTERS: Learning Japanese helps you communicate, understand culture and build skills that are valuable in study, work and travel around the world.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Examination – Short Response



20%

2 IA2: Examination – Extended Response



25%



Total = 100% → Subject Score out of 100 and Result (A-E)

UNIT 4

3 IA3: Multimodal Presentation & Interview



30%

EA EA: Examination – Combination Response



25%

AM I ELIGIBLE?



To be eligible for Japanese students must have completed Japanese in Year 10.



Students must demonstrate a satisfactory achievement (C standard) in Japanese.

WHO WOULD ENJOY JAPANESE?



Learning about
other cultures



Languages and
communication



Travel and global
connections



Japanese
culture



Building
international
opportunities

Build language skills, cultural understanding and global opportunities through Japanese.

LEGAL STUDIES

GENERAL SENIOR SUBJECT



Understand the law. Know your rights. Shape a just future.

OVERVIEW



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



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



The primary skills of **inquiry, critical thinking, problem-solving and reasoning** empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. These are critical skills that allow students to think strategically in the 21st century.



Knowledge of the law enables students to have **confidence** in approaching and accessing the legal system and provides them with an **appreciation** of the influences that shape the system. Legal knowledge empowers students to make **constructive judgments** on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing **respect for diversity**.



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

PATHWAYS



A course of study in Legal Studies can establish a basis for further education and employment in a wide range of fields.



Law



Law
Enforcement



Criminology



Justice
Studies



Politics



The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways.



The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

OBJECTIVES



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



comprehend legal concepts, principles and processes.



select legal information from sources.



analyse legal issues.



evaluate legal situations.



create responses that communicate meaning to suit the intended purpose.



*Knowledge of the law. Power to act.
Justice for today. Hope for tomorrow.*





LEGAL STUDIES

Understanding laws, rights and justice in a changing society



Legal Studies develops critical thinking, analytical reasoning and communication skills while helping students understand how laws shape society, protect rights and resolve disputes.

WHAT WILL YOU STUDY?

UNIT 1

Beyond Reasonable Doubt



Legal Foundations



Criminal Investigation Process



Criminal Trial Process



Punishment and Sentencing

Topics include:

- Criminal law
- Investigations
- Court procedures
- Sentencing and justice

UNIT 2

Balance of Probabilities



Civil Law Foundations



Contractual Obligations



Negligence and the Duty of Care

Topics include:

- Civil law
- Contracts
- Legal responsibilities
- Dispute resolution

UNIT 3

Law, Governance and Change



Governance in Australia



Law Reform within a Dynamic Society



A Changing and Diverse Society

Topics include:

- Australian government
- Law-making processes
- Social change
- Legal reform

UNIT 4

Human Rights in Legal Contexts



Human Rights



Australia's Legal Response to International Law and Human Rights



Human Rights in Australian Contexts

Topics include:

- Human rights protections
- International obligations
- Australian legal responses
- Contemporary legal issues



WHY IT MATTERS:

Understanding the law helps you become an informed and active citizen, stand up for justice and contribute to a fair and inclusive society.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Examination – Combination Response



25%

2 IA2: Investigation – Inquiry Report



25%

UNIT 4

3 IA3: Investigation – Analytical Essay



25%

EA EA: Examination – Combination Response



25%



Total = 100% → Subject Score out of 100 and Result (A-E)

AM I ELIGIBLE?



To be eligible for Legal Studies it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature. Year 10 Civics and Citizenship is advantageous but not essential.

WHO WOULD ENJOY LEGAL STUDIES?



Justice and fairness



Government and politics



Debating issues



Investigating real-world cases



Human rights and social issues

Explore the law, protect rights and understand the legal systems that shape our society.

LITERATURE

GENERAL SENIOR SUBJECT

Discover stories. Explore ideas. Inspire understanding.



OVERVIEW

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

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



skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts



skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms



enjoyment and appreciation of literary texts and the aesthetic use of language, and style



creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others



critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences



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

PATHWAYS



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



Everyday & Social Contexts



Community Participation



Further Education



Work-Related Contexts



Lifelong Learning



Local & Global Citizenship

OBJECTIVES

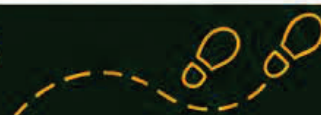


By the conclusion of the course of study, students will:

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



Great literature. Deep thinking. Lasting impact.
Your voice. Your future.



LITERATURE



UNIT 1



Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

UNIT 2



Intertextuality

- Ways literary texts connect with each other — genre, concepts and contexts
- Ways literary texts connect with each other — style and structure
- Creating analytical and imaginative texts

UNIT 3



Literature and identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

UNIT 4



Independent explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts



→ ASSESSMENT

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

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

→ SUMMATIVE ASSESSMENTS

UNIT 3



SUMMATIVE INTERNAL ASSESSMENT 1 (IA1):

- Examination — extended response

25%



SUMMATIVE INTERNAL ASSESSMENT 2 (IA2):

- Imaginative response

25%

UNIT 4



SUMMATIVE INTERNAL ASSESSMENT 3 (IA3):

- Imaginative response

25%



SUMMATIVE EXTERNAL ASSESSMENT (EA):

- Examination — extended response

25%



→ ELIGIBILITY REQUIREMENTS

To be eligible for Literature it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature.

“Explore perspectives. Understand the world. Express yourself.”

MATHEMATICAL METHODS

GENERAL SENIOR SUBJECT

Think critically. Solve complex problems. Shape the future.



OVERVIEW



- ✓ Mathematics is a powerful discipline used to investigate **patterns, order, generality and uncertainty**. It develops logical reasoning, creativity and problem-solving through written, symbolic, spoken and visual communication.
- ✓ Students build **critical and creative thinking, communication, collaboration, ICT capability and personal responsibility**. Technology connects mathematical theory with practical application.
- ✓ Learning progresses from **procedural fluency** to investigating real-world scenarios, **modelling, problem-solving** and explaining reasoning.
- ✓ The major domains are **Algebra, Functions and graphs, Calculus and Statistics**. Calculus provides insight into the physical world, while Statistics supports the analysis of uncertainty and variation.
- ✓ Students develop the ability to model real-world situations, solve complex problems and recognise mathematics' essential role across many fields.

KEY DOMAINS



ALGEBRA

Work with algebraic techniques to solve problems and generalise relationships.



FUNCTIONS AND GRAPHS

Explore functions and graphs to model and solve real-world problems.



CALCULUS

Use calculus to investigate change, motion, growth and accumulation.



STATISTICS

Analyse data, explore variation and make informed decisions in the face of uncertainty.



Builds on prior learning and develops increasingly sophisticated mathematical understanding.

PATHWAYS



A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of:



Natural & Physical Sciences



Mathematics & Science Education



Medical & Health Sciences



Engineering



Computer Science



Psychology



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.

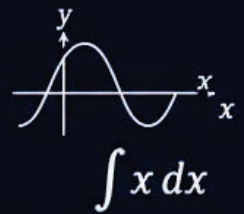


*Powerful thinking. Real solutions.
Real knowledge. Real opportunities.*



MATHEMATICAL METHODS

Advanced mathematical thinking for university pathways and problem solving



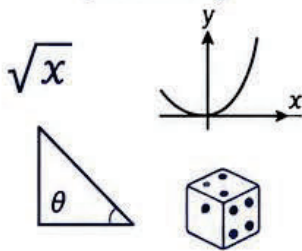
Mathematical Methods develops logical reasoning, analytical thinking and advanced problem-solving skills that support pathways into university studies including science, engineering, business, health and technology.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Surds, algebra, functions and probability



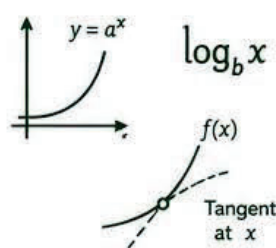
- Surds and quadratic functions
- Binomial expansion and cubic functions
- Functions and relations
- Trigonometric functions
- Probability

Topics include:

- Surds
- Quadratic functions
- Binomial expansion
- Cubic functions
- Functions and relations
- Trigonometry
- Probability

UNIT 2

Calculus and further functions



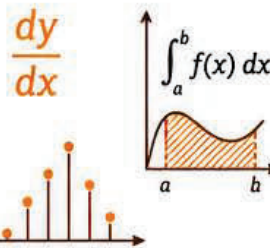
- Exponential functions
- Logarithms and logarithmic functions
- Introduction to differential calculus
- Applications of differential calculus
- Further differentiation

Topics include:

- Exponential growth and decay
- Logarithmic functions
- Differentiation
- Rates of change
- Further differentiation

UNIT 3

Further calculus and introduction to statistics



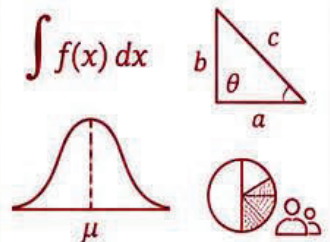
- Differentiation of exponential and logarithmic functions
- Differentiation of trigonometric functions and differentiation rules
- Further applications of differentiation
- Introduction to integration
- Discrete random variables

Topics include:

- Differentiation of exponential and logarithmic functions
- Trigonometric differentiation
- Applications of differentiation
- Integration
- Discrete probability distributions

UNIT 4

Further calculus, trigonometry and statistics



- Further integration
- Trigonometry
- Continuous random variables and the normal distribution
- Sampling and proportions
- Interval estimates for proportions

Topics include:

- Integration techniques
- Trigonometric applications
- Normal distribution
- Sampling
- Interval estimates for proportions



WHY IT MATTERS: Mathematical Methods develops logical reasoning, analytical thinking and problem-solving skills that are essential for further study, future careers and everyday decision-making.



HOW WILL YOU BE ASSESSED?



Units 1 and 2

Schools devise assessments to suit their local context.

Units 3 and 4

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

SUMMATIVE ASSESSMENTS (Units 3 and 4)

UNIT 3

1 IA1: Problem-solving and modelling task
20%



2 IA2: Examination – short response
15%



UNIT 4

3 IA3: Examination – short response
15%



4 EA: External Assessment – examination – combination response
50%



Total = 100% → Subject score out of 100 and result (A–E)

AM I ELIGIBLE?



To be eligible for Mathematical Methods it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 Mathematical Methods.

WHO WOULD ENJOY MATHEMATICAL METHODS?



Algebra and functions



Statistics and probability



Complex problem solving



Mathematical modelling



University preparation

MODERN HISTORY

GENERAL SENIOR SUBJECT

Understand the past. Shape the present. Build the future.



OVERVIEW

Modern History is a discipline-based subject where students examine **traces of humanity's recent past** so they may form their own views about the Modern World 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.



These aims are achieved through the thematic study of **ideas, movements, national experiences and international experiences**; the application of **historical concepts and skills**; and engagement in a **historical inquiry process**. Students devise questions, conduct research, analyse, evaluate and synthesise evidence from historical sources, and communicate the outcomes of their historical thinking.



Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Students gain an **intellectual toolkit** of literacy, numeracy and 21st century skills, ensuring they develop **transferable skills** for success and become **empathetic, critically literate citizens who 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 a wide range of fields.



History



Education



Psychology



Sociology



Law



Business



Economics



Politics



Journalism
& Media



Writing



Academia



Strategic
Analysis



Develop critical thinking and transferable skills for lifelong learning, meaningful careers and informed contribution to society.

OBJECTIVES



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



devise historical questions and conduct research.



comprehend terms, concepts and issues.



analyse evidence from historical sources.



evaluate evidence from historical sources.



synthesise evidence from historical sources.



communicate to suit purpose.



Discover. Question. Analyse. Connect.
The past is perspective. The future is possibility.





MODERN HISTORY

Understanding the past, shaping the future



Modern History develops critical thinking, empathy and analytical skills while exploring key events, movements and experiences that have shaped our world.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Ideas in the Modern World

Two of the following topics to study in this unit:

- Australian Frontier Wars, 1788–1930s
- French Revolution, 1789–1799
- Meiji Restoration, 1868–1912
- Russian Revolution, 1905–1920s



Topics include:

- Causes and events
- Key individuals and groups
- Historical significance
- Perspectives and sources

UNIT 2

Movements in the Modern World

Two of the following topics to study in this unit:

- Empowerment of First Nations Australians since 1938
- Independence movement in India, 1857–1947
- Women's movement since 1893
- Independence movement in Vietnam, 1945–1975
- Anti-apartheid movement in South Africa, 1948–1991
- African-American civil rights movement since 1954
- LGBTQIA+ civil rights movement since 1969



Topics include:

- Causes and influences
- Key events and leaders
- Change and continuity
- Perspectives and impact

UNIT 3

National experiences in the Modern World

Two of the following topics to study in this unit:

- Germany since 1914
- United States of America, 1917–1945
- Soviet Union, 1920s–1945
- Japan since 1931
- China since 1931
- Israel since 1917



Topics include:

- Political, social and economic developments
- Impact of war and conflict
- Ideologies and leadership
- Consequences and change

UNIT 4

International experiences in the Modern World

One of the following topics to study in this unit:

- Search for collective peace and security since 1815
- Genocides and ethnic cleansings since the 1930s
- Cold War and its aftermath, 1945–2014*
- Struggle for peace in the Middle East since 1948
- Rights and recognition of First Peoples since 1982
- Terrorism, anti-terrorism and counter-terrorism since 1984

One of the QCAA-nominated topics for external assessment not covered in Topic 1:

- Migration from Asia to Australia, 1960s–1990s
- Reasons for the end of the Soviet Union, 1980s–1990s.*



Topics include:

- Global events and conflicts
- Human rights and justice
- International relations
- Perspectives and solutions

Note: Topic 1 from either Unit 1 or Unit 2 must be studied (in bold).



WHY IT MATTERS: Modern History helps you understand how the past shapes our world today, develop informed opinions and prepare for active, responsible citizenship.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 and 4)

UNIT 3

1

IA1: Performance

25%



2

IA2: Choreography

25%



UNIT 4

3

IA3: Dance Work

25%



4

EA: Examination – Extended Response

25%



Total = 100% → Subject score out of 100 and result (A–E)

ELIGIBILITY REQUIREMENTS



To be eligible for Modern History it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature. Year 10 History is advantageous but not essential.



★ *Let Your Light Shine*

Learning through determination, creativity and enthusiasm

MUSIC

GENERAL SENIOR SUBJECT

Create. Perform. Connect. Inspire.



➤ OVERVIEW



Music is an **expressive art form** that uses sound and silence to communicate ideas, emotions and values across cultures and communities.



Students develop **musicianship** through **making** (composition and performance) and **responding** (musicology), building practical skills, creativity and critical understanding.



Through **composition**, students create original music by applying elements, concepts and compositional devices to convey meaning and/or emotion.



Through **performance**, students refine and present music ideas as soloists and ensembles, interpreting elements and concepts to engage an audience.



Through **musicology**, students analyse and evaluate music across a range of contexts, styles and genres, justifying informed viewpoints.



Music develops **21st century skills** and prepares students for a future of opportunities through creativity, collaboration, communication and digital literacy.

PATHWAYS ➤



A course of study in Music can establish a basis for further education and employment in a wide range of fields, including:

- Music
- Creative industries
- Cultural institutions
- Administration & management
- Health
- Communications
- Education
- Public relations
- Research
- Science & technology

Music fosters creativity, critical thinking, collaboration and communication—skills valued across many careers and industries.

OBJECTIVES ➤

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

- 1 demonstrate technical skills
- 2 use music elements and concepts
- 3 analyse music
- 4 apply compositional devices
- 5 apply literacy skills
- 6 interpret music elements and concepts
- 7 evaluate music
- 8 realise music ideas
- 9 resolve music ideas

"Language bridges cultures, connects people, creates opportunities."

MUSIC

*Inspiring creativity, shaping expression
and connecting through music*

Music empowers students to create, perform, respond and connect, developing artistic expression, collaboration and a lifelong appreciation of music in all its forms.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Designs

Through inquiry learning, the following is explored:

How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?



Topics include:

- Music elements
- Musical concepts and structures
- Performance techniques
- Composition processes
- Meaning and expression

UNIT 2

Identities

Through inquiry learning, the following is explored:

How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?



Topics include:

- Cultures and traditions
- Social and political influences
- Personal expression
- Identity and belonging
- Music in context

UNIT 3

Innovations

Through inquiry learning, the following is explored:

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?



Topics include:

- New technologies
- Experimental techniques
- Fusion and cross-genre
- Contemporary music
- Creative exploration

UNIT 4

Narratives

Through inquiry learning, the following is explored:

How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?



Topics include:

- Program music
- Lyrics and storytelling
- Film, media and soundtracks
- Musical drama
- Interpreting narratives



WHY IT MATTERS: Music builds creativity, confidence and collaboration, and helps you connect with others and the world around you.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3		UNIT 4	
1	IA1: Performance 20%	3	IA3: Project 35%
2	IA2: Composition 20%	4	EA: Examination – Extended Response 25%
Total = 100% → Subject score out of 100 and result (A–E)			

ELIGIBILITY REQUIREMENTS



To be eligible for Music it is recommended that students have been able to demonstrate a satisfactory level of achievement (C standard) in Year 10 General English or Literature. Year 10 Music is advantageous but not essential. The ability to play a musical instrument or sing is recommended.



PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT

Move well. Think well. Live well.



OVERVIEW

Physical Education is a developmental course that deepens students' knowledge and skills in **movement, performance** and **participation** across four units.



Students learn how **biomechanics, psychological factors, tactical awareness, ethics, energy, fitness** and **training** influence their own and others' performance and engagement in physical activity.



Through an **inquiry approach**, students connect scientific concepts with physical activity contexts. They gather, analyse and synthesise data to develop, evaluate and justify **strategies** to enhance engagement and optimise performance.



Students build **21st century skills**—critical and creative thinking, communication, collaboration, personal and social skills, and ICT—through rich, authentic experiences. Physical Education promotes lifelong active participation, wellbeing and positive, goal-directed behaviours.

PATHWAYS



A course of study in Physical Education can establish a basis for further education and employment in the fields of:



Exercise
Science



Biomechanics



Allied Health
Professions



Psychology



Teaching



Sport
Journalism



Sport
Marketing &
Management



Sport
Promotion



Sport Development
& Coaching



Build the knowledge and skills to pursue active, healthy and rewarding pathways for life.

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.



Be Active



Build Wellbeing



Work Together



Think Critically



Act Ethically



Live Actively
for Life



PHYSICAL EDUCATION

Active for life, learning through movement



Physical Education empowers students to develop movement skills, improve health and wellbeing, and build knowledge to make informed decisions and participate confidently for life.

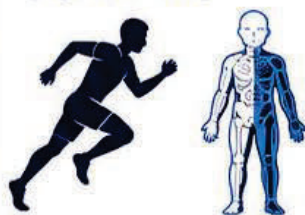
WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Motor learning, functional anatomy and biomechanics in physical activity

- Motor learning in physical activity
- Functional anatomy and biomechanics in physical activity



Topics include:

- Movement skills and learning strategies
- Muscle and skeletal systems
- Biomechanical principles
- Injury prevention

UNIT 2

Sport psychology and equity in physical activity

- Sport psychology in physical activity
- Equity — barriers and enablers



Topics include:

- Motivation and goal setting
- Confidence and resilience
- Equity, inclusion and diversity
- Access and opportunity

UNIT 3

Tactical awareness and ethics in physical activity

- Tactical awareness in physical activity
- Ethics and integrity in physical activity



Topics include:

- Game sense and decision making
- Offensive and defensive strategies
- Fair play and integrity
- Respect and responsibility

UNIT 4

Energy, fitness and training in physical activity

- Energy, fitness and training integrated in physical activity



Topics include:

- Energy systems
- Components of fitness
- Training principles
- Planning and evaluating fitness programs



WHY IT MATTERS: Physical Education builds physical literacy, promotes healthy active lifestyles and develops the knowledge, skills and values to participate confidently in a range of physical activities.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Performance
20%



2 IA2: Composition
20%



UNIT 4

3 IA3: Project
35%



4 EA: Examination – Extended Response
25%



Total = 100% → Subject score out of 100 and result (A–E)

ELIGIBILITY REQUIREMENTS



To be eligible for Physical Education it is recommended that students have been able to demonstrate a satisfactory level of achievement (C standard) in Year 10 General English or Literature. Year 10 Physical Education is advantageous but not essential. A willingness to be active and participate is recommended.



Move well. Learn well. Live well.

Be active. Be empowered.
Be your best.

PHYSICS

GENERAL SENIOR SUBJECT

Understand the universe. Shape the future.



OVERVIEW



Physics explores the classical and modern understandings of the universe through four units. Students study **energy, motion, waves, fields and modern physics** to explain and predict a wide range of natural phenomena.



Students develop **scientific inquiry skills** by investigating questions, collecting and analysing data, and interpreting evidence. These skills help students evaluate information and make informed, evidence-based decisions about scientific issues.



Physics builds **understanding** of how **matter and energy** interact, how models and theories are developed and refined, and how physics knowledge is applied in diverse contexts to inform personal, local and global issues.



Students learn through **investigations**, using accurate measurement, valid evidence and **critical evaluation** to solve problems and draw reliable conclusions.



Students **communicate** physics understanding and findings using appropriate representations, language and modes to a range of audiences.

PATHWAYS



A course of study in Physics can establish a basis for further education and employment in the fields of:



Science



Engineering



Medicine



Technology



Build the knowledge and skills to explore, innovate and create solutions for a better future.

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



Think
Critically



Investigate
Scientifically



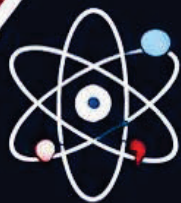
Collaborate
Effectively



Act
Responsibly

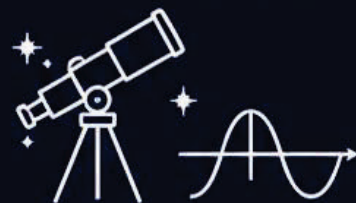


Make an
Impact



PHYSICS

Exploring the laws of nature
and how the universe works



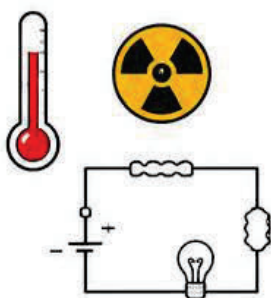
Physics develops analytical thinking, problem-solving and practical skills while helping students understand the forces and phenomena that shape our world and the universe.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Thermal, Nuclear and Electrical Physics



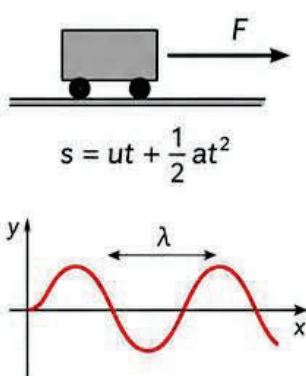
- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

Topics include:

- Thermal energy
- Nuclear physics
- Radioactivity
- Circuit components
- DC circuits

UNIT 2

Linear Motion and Waves



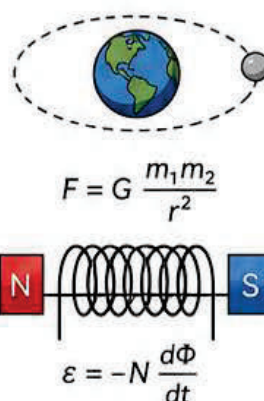
- Linear motion and force
- Waves

Topics include:

- Kinematics
- Newton's laws
- Energy and momentum
- Wave properties
- Sound and light

UNIT 3

Gravity and Electromagnetism



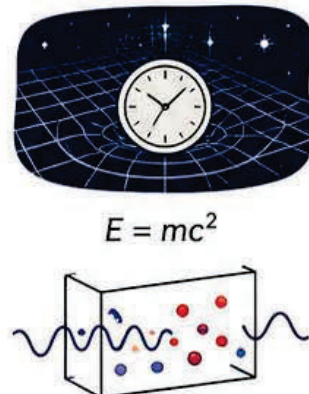
- Gravity and motion
- Electromagnetism

Topics include:

- Gravitational fields
- Orbital motion
- Electric fields
- Magnetic fields
- Electromagnetic induction

UNIT 4

Revolutions in Modern Physics



- Special relativity
- Quantum theory
- The Standard Model

Topics include:

- Time and space
- Quantum behaviour
- Particle physics
- Fundamental interactions
- The Standard Model



WHY IT MATTERS: Physics helps you understand how the universe works and drives innovation in science, technology, engineering, medicine and exploration.



HOW WILL YOU BE ASSESSED?



Units 1 and 2

Schools devise assessments to suit their local context.

Units 3 and 4

You will complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. You will also receive an overall.

SUMMATIVE ASSESSMENTS (Units 3 and 4)

UNIT 3

1 IA1: Data Test
10%



2 IA2: Student Experiment
20%



UNIT 4

3 IA3: Research Investigation
20%



4 EA: Examination – Combination Response
50%



Total = 100% → Subject score out of 100 and result (A-E)

AM I ELIGIBLE?

To be eligible for Physics it is recommended that you have demonstrated:



At least a high level of achievement (B standard) in Year 10 Science



A sound level of achievement (C standard) in Year 10 Mathematical Methods



PSYCHOLOGY

GENERAL SENIOR SUBJECT

Understand minds. Explain behaviour. Make a difference.



OVERVIEW



Psychology explores the **mind and behaviour** across four units. Students examine **brain function, development, cognition, emotion, mental health and social influences** to understand why people think, feel and act as they do.



The subject builds understanding of **psychological theories and concepts**, and how they are applied to explain and classify behaviours, emotions and disorders, and to evaluate effective treatments.



Students develop critical thinking by analysing how **perception, memory, learning, intelligence and social interactions** shape behaviour in different contexts.



Through **inquiry and research**, students collect and **analyse data**, interpret evidence and **evaluate claims** using ethical and scientific approaches.



Psychology encourages students to **communicate** ideas and findings clearly, using suitable representations and language for a variety of audiences.

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



Education



Open doors to diverse career pathways where understanding people makes an impact.

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



Think
Critically



Investigate
Scientifically



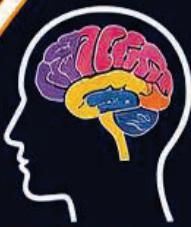
Collaborate
Effectively



Act
Responsibly



Make a
Positive Impact



PSYCHOLOGY

*Understanding behaviour, thinking
and the human experience*



Psychology develops analytical thinking, investigative skills and an understanding of human behaviour and mental processes while preparing students for pathways in health, education, business, law and social sciences.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Individual Development



- The role of the brain



- Cognitive development



- Consciousness, attention and sleep

Topics include:

- Neuroscience basics
- Lifespan development
- Stages of development
- Sleep and dreaming
- Attention and awareness

UNIT 2

Individual Behaviour



- Intelligence



- Diagnosis
- Psychological disorders and treatments



- Emotion and motivation

Topics include:

- Types and theories of intelligence
- Mental health disorders
- Therapeutic approaches
- Emotion theories
- Motivation and needs

UNIT 3

Individual Thinking



- Brain function



- Sensation and perception



- Memory



- Learning

Topics include:

- How the brain works
- Sensory systems
- Perceptual processes
- Types of memory
- Learning theories
- Conditioning

UNIT 4

The Influence of Others



- Social psychology



- Interpersonal processes



- Attitudes



- Cross-cultural psychology

Topics include:

- Group behaviour
- Relationships
- Attitudes and persuasion
- Culture and diversity
- Social influence



WHY IT MATTERS: Psychology helps you understand yourself and others, develop empathy, and apply this knowledge to improve well-being, communication and decision-making in everyday life and future careers.



HOW WILL YOU BE ASSESSED?



Units 1 and 2

Schools devise assessments to suit their local context.

Units 3 and 4

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

SUMMATIVE ASSESSMENTS (Units 3 and 4)

UNIT 3

1

IA1: Data Test

10%



2

IA2: Student Experiment

20%



UNIT 4

3

IA3: Research Investigation

20%



4

EA: Examination – Combination Response

50%



Total = 100% → Subject score out of 100 and result (A-E)

WHO WOULD ENJOY PSYCHOLOGY?



Curious about human behaviour and the mind



Enjoys talking, listening and helping others



Interested in research and investigations



Interested in mental health and well-being



Values diversity and different perspectives



Wants to make a positive impact in society

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

Explore. Solve. Innovate.



NOTE: Students undertaking Specialist Mathematics must also be undertaking Mathematical Methods and Specialist Mathematics will count as one of their electives.



OVERVIEW

- ✓ Mathematics is a powerful way to investigate **patterns, order, generality and uncertainty**. It develops logical reasoning, creativity and problem-solving using written, symbolic, spoken and visual communication.
- ✓ Students develop **critical and creative thinking, communication, ICT capability, collaboration and personal & social responsibility**—preparing them to thrive in the 21st century.
- ✓ Learning progresses from building **procedural fluency** to **modelling** real-world problems, solving challenging problems and **explaining reasoning** with confidence.
- ✓ Specialist Mathematics builds on Mathematical Methods with **greater depth in advanced topics** and their applications.
- ✓ Students graduate as confident mathematicians who appreciate the **beauty, power and relevance** of mathematics.

MAJOR DOMAINS OF SPECIALIST MATHEMATICS



VECTORS AND MATRICES

Use vectors and matrices to model and solve complex problems.



REAL AND COMPLEX NUMBERS

Explore real and complex numbers and their relationships.



TRIGONOMETRY

Apply trigonometric techniques to solve problems in various contexts.



STATISTICS

Analyse data, model uncertainty and interpret variation.



CALCULUS

Use calculus to model change, solve problems and investigate real-world phenomena.



Builds on Mathematical Methods with increased sophistication, complexity and connection.

PATHWAYS



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



Science



Mathematics & Statistics



Computer Science



Medicine



Engineering



Finance & Economics

OBJECTIVES



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

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



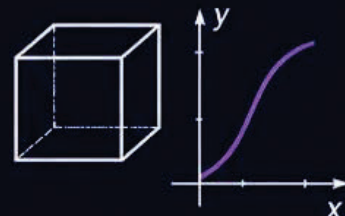
Think deeply. Solve boldly. Shape the future.
Real knowledge. Real opportunities.





SPECIALIST MATHEMATICS

Extending mathematical thinking and solving complex problems



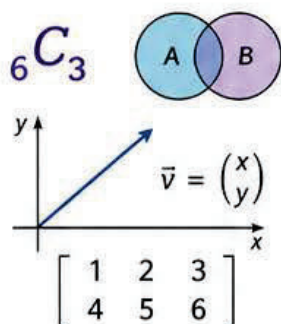
Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Combinatorics, proof, vectors and matrices



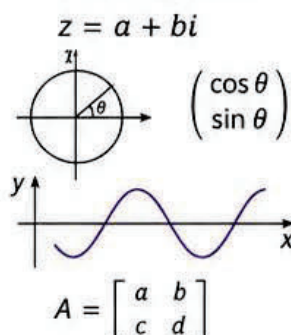
- Combinatorics
- Introduction to proof
- Vectors in the plane
- Algebra of vectors in two dimensions
- Matrices

Topics include:

- Counting principles
- Proof techniques
- Vector geometry
- Vector algebra (2D)
- Matrix arithmetic

UNIT 2

Complex numbers, further proof, trigonometry, functions and transformations



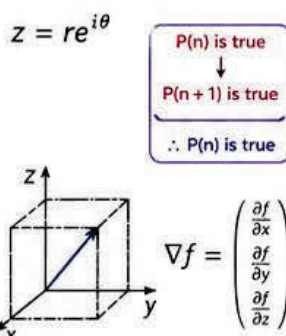
- Complex numbers
- Complex arithmetic and algebra
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and transformations

Topics include:

- Complex number theory
- Argand diagrams
- Trigonometric identities
- Functions and graphs
- Linear transformations

UNIT 3

Further complex numbers, proof, vectors and matrices



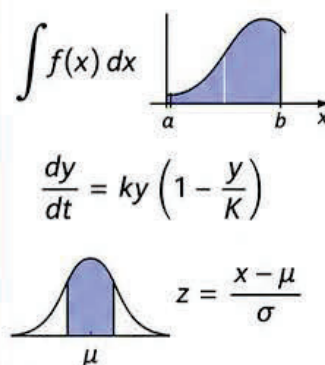
- Further complex numbers
- Mathematical induction and trigonometric proofs
- Vectors in two and three dimensions
- Vector calculus
- Further matrices

Topics include:

- De Moivre's theorem
- Proof by induction
- 3D vector geometry
- Vector calculus
- Matrix techniques

UNIT 4

Further calculus and statistical inference



- Integration techniques
- Applications of integral calculus
- Rates of change and differential equations
- Modelling motion
- Statistical inference

Topics include:

- Integration methods
- Area, volume and arc length
- Differential equations
- Kinematics and modelling
- Hypothesis testing



WHY IT MATTERS: Specialist Mathematics develops advanced problem-solving, logical reasoning and mathematical fluency for a wide range of university courses and future careers.



HOW WILL YOU BE ASSESSED?



Units 1 and 2

Schools devise assessments to suit their local context.

Units 3 and 4

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

SUMMATIVE ASSESSMENTS (Units 3 and 4)

UNIT 3

1

IA1: Data Test

20%



2

IA2: Student Experiment Examination – short response

15%



UNIT 4

3

IA3: Research Investigation

15%



4

EA: Examination – Combination Response

50%



Total = 100% → Subject score out of 100 and result (A-E)

WHO WOULD ENJOY SPECIALIST MATHEMATICS?



Enjoys challenging problems and logical reasoning



Likes abstract thinking and seeing patterns



Curious about how mathematics models the real world



Interested in careers in science, engineering, finance and more



Wants to develop skills for university-level study and beyond

★ *Let Your Light Shine*

Learning through determination, creativity and enthusiasm

STUDY OF RELIGION

GENERAL SENIOR SUBJECT

Explore beliefs. Understand traditions. Respect diversity.



OVERVIEW



Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations.



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 and rituals**, which 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. This develops a **logical and critical** approach to understanding religion, with judgments supported through valid and reasoned argument.



Study of Religion allows students to develop **critical thinking skills**, including analysis, reasoning and evaluation, as well as **communication skills** that support further study and post-school participation in a wide range of fields.



The subject contributes to students becoming **informed citizens**. Through recognising the factors that contribute to different religious expressions, students develop **empathy and respect** for others, and 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 & Social Work



Students gain transferable skills and knowledge for lifelong learning and active participation in diverse communities.

OBJECTIVES



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



explain features and expressions of religious traditions



analyse perspectives about religious expressions



evaluate the significance and influence of religion



communicate meaning to suit purpose



*Understand. Respect. Learn. Live together.
Many beliefs. One world.*





STUDY OF RELIGION



Exploring beliefs, meaning and the role of religion in society

Study of Religion encourages students to investigate religious beliefs, practices and ethics while developing respect, understanding and critical thinking in a diverse and interconnected world.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Religion, Meaning and Purpose



Nature and Purpose of Religion



Sacred Texts

Topics include:

- Why religions exist
- Religious beliefs and worldviews
- Sacred writings and traditions
- Meaning and purpose in life

UNIT 2

Religion and Ritual



Lifecycle Rituals



Calendrical Rituals

Topics include:

- Birth, marriage and death rituals
- Religious celebrations and festivals
- Ritual practice across traditions
- Symbolism and meaning

UNIT 3

Religious Ethics



Social Ethics



Personal Ethics

Topics include:

- Moral decision-making
- Ethical frameworks
- Religious responses to social issues
- Personal responsibility and values

UNIT 4

Religion – Rights and Relationships



Religion and the Nation-State



Human Existence and Rights

Topics include:

- Religion and government
- Human rights
- Citizenship and identity
- Contemporary global issues



WHY IT MATTERS: Study of Religion develops critical thinking, analytical writing and intercultural understanding while helping students explore how religious beliefs and ethical systems influence individuals and societies.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1 IA1: Examination – Extended Response
25%



2 IA2: Investigation – Inquiry Response
25%



UNIT 4

3 IA3: Investigation – Inquiry Response
25%



4 EA: Examination – Short Response
25%



Total = 100% → Subject score out of 100 and result (A–E)

WHO WOULD ENJOY STUDY OF RELIGION?

Students who enjoy:



Exploring beliefs and traditions



Discussing ethical issues



Understanding different cultures



Critical thinking and analysis



Extended writing and research



*Explore beliefs. Analyse ideas.
Understand the world through religion and ethics.*

VISUAL ART

GENERAL SENIOR SUBJECT

See. Think. Create. Express.



➤ OVERVIEW

Visual Art students **explore ideas** and **communicate** personal interpretations by working as both artist and audience.

Through making artworks, students use **imagination and creativity** to experiment with materials, techniques, technologies and processes to express thoughts, feelings, ideas and experiences.

When responding to artworks, students **investigate** artistic expression and **critically analyse** meaning, purposes and contexts to develop deeper understanding and form informed viewpoints.

An inquiry approach of developing, researching, reflecting and resolving builds **critical and creative thinking skills** and individual expression.

Students **appreciate the role of visual art** across cultures and times, and the influence of artists, artworks and visual practices in shaping our world.

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in a wide range of fields, including:

- Arts practice
- Design
- Craft
- Information technologies
- Creative industries
- Cultural institutions
- Advertising
- Administration & management
- Communication
- Education
- Public relations
- Health
- Research
- Science & technology

Visual Art Develops creativity, critical thinking, problem-solving and visual literacy—skills valued across many careers and industries.

OBJECTIVES

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

- 1 implement ideas and representations
- 2 apply literacy skills
- 3 analyse and interpret visual language, expression and meaning in artworks and practices
- 4 evaluate influences
- 5 justify viewpoints
- 6 experiment in response to stimulus
- 7 create visual responses using knowledge and understanding of art media
- 8 realise responses to communicate meaning

“Language bridges cultures, connects people, creates opportunities.”



VISUAL ART

Explore. Create. Communicate.
Express ideas and connect with the world through visual language.



Visual Art empowers students to explore their creativity, develop visual literacy, and communicate ideas through artistic practice, critical and creative thinking, and engagement with artists and artworks.

WHAT WILL YOU STUDY?

The course is made up of 4 units.
Here's what you'll learn in each unit:

UNIT 1

Art as Lens



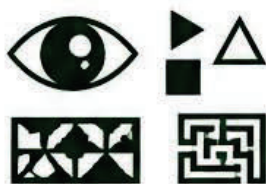
- **Concept:** lenses to explore the material world
- **Contexts:** personal and contemporary
- **Focus:** people, place, objects

Topics include:

- Observing and exploring
- Points of view and perspectives
- Visual storytelling
- Personal and contemporary contexts

UNIT 2

Art as Code



- **Concept:** art as a coded visual language
- **Contexts:** formal and cultural
- **Focus:** codes, symbols, signs and art conventions

Topics include:

- Visual codes and symbols
- Art elements and principles
- Cultural meanings and conventions
- Interpreting visual language

UNIT 3

Art as Knowledge



- **Concept:** constructing knowledge as artist and audience
- **Contexts:** contemporary, personal, cultural and/or formal
- **Focus:** student-directed

Topics include:

- Inquiry and research
- Developing ideas and concepts
- Experimentation and exploration
- Reflecting and constructing meaning

UNIT 4

Art as Alternate



- **Concept:** evolving alternate representations and meaning
- **Contexts:** contemporary, personal, cultural and/or formal
- **Focus:** student-directed

Topics include:

- Alternative viewpoints
- Challenging and reimagining
- Transforming ideas and materials
- Presenting and interpreting artworks



WHY IT MATTERS: Visual Art builds creativity, confidence and critical thinking. It helps you communicate ideas, solve problems and connect with others and the world in meaningful ways.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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

SUMMATIVE ASSESSMENTS (Units 3 & 4)

UNIT 3

1

IA1: Investigation – Inquiry Phase 1

20%



2

IA2: Project – Inquiry Phase 2

25%



Total = 100%

→ Subject score out of 100 and result (A–E)

UNIT 4

3

IA3: Project – Inquiry Phase 3

30%



4

EA: Examination – Extended Response

25%



WHO WOULD ENJOY VISUAL ART?

Students who enjoy:



Creating and making art



Observing and exploring the world



Thinking creatively and solving problems



Expressing ideas and emotions



Sharing and discussing art and ideas



Visiting galleries and exhibitions



See the world differently. Create your own vision.

APPLIED SUBJECTS



PRACTICAL



RELEVANT



REAL-WORLD



READY

Practical learning. Real opportunities.

DRAMA IN PRACTICE

APPLIED SENIOR SUBJECT

Perform. Create. Inspire.



➔ OVERVIEW



The **arts** enrich lives, stimulate curiosity and imagination, and encourage students to reach their **creative and expressive potential**.



Drama gives **expression** to our experiences, ideas and feelings. From ancient rituals to contemporary performance, it helps us understand ourselves, our relationships and the world around us.



Drama in Practice engages students in **making and responding** to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works in real-world settings.



Students develop **onstage and offstage skills**, recognise drama's role in communities and value its contribution to social and cultural life.



Students apply knowledge and develop **creative and technical skills**, learn workplace health and safety, and use industry practices to shape and communicate ideas with purpose and in context.

PATHWAYS

Drama in Practice develops creativity, cooperation, problem-solving and confidence. Learning connects to industry practice and opportunities, preparing students for future pathways in a range of fields.

A course of study in Drama in Practice can establish a basis for further education and employment across areas such as:

- Creative industries
- Education
- Venue and event management
- Marketing
- Communications
- Humanities
- Health
- Sciences
- Technology



Develop transferable skills, build resilience and confidence, and open doors to many exciting future opportunities.

OBJECTIVES

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

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

"Language bridges cultures, connects people, creates opportunities."

DRAMA IN PRACTICE

Creating, collaborating and performing for real audiences

Drama in Practice is a four-unit course of study.
Schools select and combine unit options in any order
to develop their course of study.

WHAT WILL YOU STUDY?

UNIT OPTION A

Collaboration

*Working creatively
with others*



Focus areas:

- Teamwork
- Ensemble performance
- Creative collaboration
- Shared artistic outcomes

UNIT OPTION B

Community

*Drama connected
to communities*



Focus areas:

- Community engagement
- Real-world audiences
- Social issues
- Performance with purpose

UNIT OPTION C

Contemporary

*Exploring modern
performance*



Focus areas:

- Contemporary theatre
- Modern storytelling
- Current issues
- Innovative performance styles

UNIT OPTION D

Commentary

*Using drama to
communicate ideas*



Focus areas:

- Messages and viewpoints
- Social commentary
- Creative expression
- Audience impact



WHY IT MATTERS: Drama in Practice develops confidence, creativity, communication and collaboration skills while preparing students to create and perform meaningful theatre for authentic audiences.



HOW WILL YOU BE ASSESSED?

Students complete assessment tasks throughout the course using assessment techniques.



1

DEVISING PROJECT

Plan, devise and
evaluate a scene

Includes:

- Devised performance (up to 4 minutes)
- Planning and evaluation



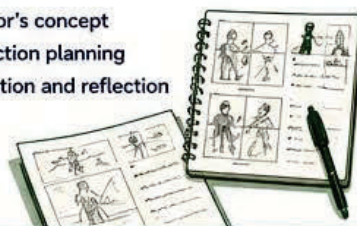
2

DIRECTORIAL PROJECT

Develop and evaluate
a director's brief

Includes:

- Director's concept
- Production planning
- Evaluation and reflection



3

PERFORMANCE

Perform a published
script or devised scene

Includes:

- Performance (live or recorded): up to 4 minutes



COURSE STRUCTURE



- ✓ Four units of study
- ✓ Schools select and combine units
- ✓ Units may be completed in different orders
- ✓ Strong practical focus
- ✓ Industry-relevant skills

WHO WOULD ENJOY DRAMA IN PRACTICE?



Performing



Directing



Working
with others



Creative
projects



Building
confidence



*Create, collaborate and perform theatre that connects
with real audiences and real-world experiences.*



ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT

Communicate. Connect. Contribute.



OVERVIEW

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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



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



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



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



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



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



active and critical interaction with a range of texts, and an awareness of how 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.



Everyday &
Social Contexts



Community
Participation



Further
Education



Work-Related
Contexts



Lifelong
Learning



Local & Global
Citizenship



OBJECTIVES

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

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



*Language opens doors. Words create change.
Your voice. Your future.*



ESSENTIAL ENGLISH

Building communication skills for everyday life, work and future pathways

Essential English develops communication, literacy and critical thinking skills that help students succeed in everyday life, employment, further training and community participation.

WHAT WILL YOU STUDY?

UNIT 1

Language That Works

- Responding to texts
- Creating texts



Topics include:

- Everyday communication
- Understanding texts
- Creating effective messages
- Practical literacy skills

UNIT 2

Texts and Human Experiences

- Responding to texts
- Creating texts



Topics include:

- Human experiences
- Personal perspectives
- Understanding meaning
- Communicating ideas

UNIT 3

Language That Influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences



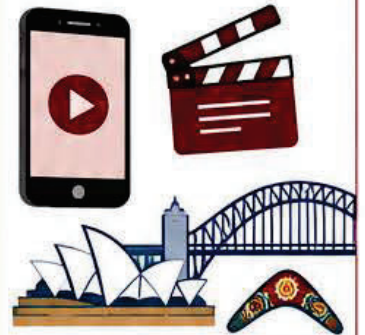
Topics include:

- Local and global issues
- Persuasive communication
- Audience influence
- Shaping perspectives

UNIT 4

Representations and Popular Culture Texts

- Responding to popular culture texts
- Creating representations of Australian identifies, places, events and concepts



Topics include:

- Popular culture texts
- Representations of Australia
- Places and events
- Creating representations



WHY IT MATTERS: Essential English builds confidence and capability in communication and literacy, helping you connect, express ideas and make a difference in your world.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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 (Units 3 & 4)

UNIT 3

1 IA1: Spoken Response

Internal Assessment



2 IA2: Common Internal Assessment (CIA)

QCAA Assessment



UNIT 4

3 IA3: Multimodal Response

Internal Assessment



4 IA4: Written Response

Internal Assessment



Four Summative Assessments



Final Subject Result

WHO WOULD ENJOY ESSENTIAL ENGLISH?

Students who enjoy:



Communication



Reading and understanding texts



Writing and creating texts



Exploring real-world issues



Sharing ideas and perspectives

Build the communication skills you need for work, study and life.

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT



OVERVIEW

Essential Mathematics helps students develop practical maths skills that they can use in everyday life, further study, and the workplace. Students learn how mathematics helps us solve problems, make decisions, understand information, and manage real-world situations.

Throughout the course, students build confidence in using numbers, data, measurement, time, location, and finance. They learn to think logically, solve problems, interpret information, and explain their reasoning. Technology is used to support learning and help students make connections between maths concepts and real-life applications.

Learning experiences range from practising key skills and calculations to investigating real-world scenarios and solving practical problems. Students are encouraged to collaborate, think creatively, and apply their knowledge in new situations.

Essential Mathematics focuses on developing strong numeracy skills, financial literacy, problem-solving abilities, and decision-making skills. These are valuable life skills that help students become confident, capable, and informed members of their community.

WHAT STUDENTS WILL GAIN

123

Build confidence with numbers



Solve problems and make decisions



Interpret information and data



Work with time, measurement and location



Manage money and finances



Use technology to support learning

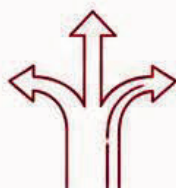


PATHWAYS

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.

- ✓ Trade and industry
- ✓ Business
- ✓ Community services
- ✓ and more



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.



*Practical maths skills for everyday life,
further study and the workplace.
Real knowledge. Real opportunities.*



ESSENTIAL MATHEMATICS

Building practical maths skills for everyday life, work and future pathways

Essential Mathematics develops practical problem-solving, financial literacy and numeracy skills that students can apply in everyday life, the workplace and further training.

WHAT WILL YOU STUDY?

UNIT 1

Number, Data and Graphs

- Number
- Representing data
- Managing money

Fundamental Topic:
Calculations



Topics include:

- Everyday calculations
- Financial literacy
- Data interpretation
- Using graphs

UNIT 2

Data and Travel

- Data collection
- Graphs
- Time and motion

Fundamental Topic:
Calculations



Topics include:

- Collecting data
- Reading and creating graphs
- Travel calculations
- Speed, distance and time

UNIT 3

Measurement, Scales and Chance

- Measurement
- Scales, plans and models
- Probability and relative frequencies

Fundamental Topic:
Calculations



Topics include:

- Measurement skills
- Maps and plans
- Scale drawings
- Probability

UNIT 4

Graphs, Data and Loans

- Bivariate graphs
- Summarising and comparing data
- Loans and compound interest

Fundamental Topic:
Calculations



Topics include:

- Data analysis
- Comparing data sets
- Personal finance
- Compound interest



WHY IT MATTERS: Essential Mathematics builds confidence and capability in real-world maths so you can make informed decisions, solve problems and manage finances in everyday life.



HOW WILL YOU BE ASSESSED?



Units 1 & 2

Schools devise assessments to suit their local context.

Units 3 & 4

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 (Units 3 & 4)

UNIT 3

1 IA1: Problem-Solving and Modelling Task

Internal Assessment



2 IA2: Common Internal Assessment (CIA)

QCAA Assessment



UNIT 4

3 IA3: Problem-Solving and Modelling Task

Internal Assessment



4 IA4: Examination – Short Response

Internal Assessment



Four Summative Assessments → Final Subject Result

WHO WOULD ENJOY ESSENTIAL MATHEMATICS?

Students who enjoy:



Real-world money skills



Practical data and graphs



Financial decision making



Measurement and problem solving



Everyday applications of mathematics



Develop practical maths skills that help you make informed decisions in everyday life, work and the future.



INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SENIOR SUBJECT

Design. Make. Solve. Succeed.



➤ OVERVIEW



Technologies shape and improve our world. This subject develops the **knowledge**, **understanding** and **skills** used in traditional and contemporary manufacturing industries to produce **quality products**.



Students study **industry practices** and **production processes** in sectors such as building and construction, engineering and furnishing, applying learning through practical, trade-based contexts.



Through **hands-on tasks**, students use tools, machinery and equipment **safely** to manufacture products, meeting customer expectations for quality, cost and time.



Students develop **21st century skills** including problem-solving, communication, planning, numeracy and adaptability through individual and collaborative learning.



Students **interpret** drawings, follow procedures, **evaluate** outcomes and **adapt** processes, building skills that are valued across a range of industries and future pathways.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries.

Employment opportunities may be found in the industry areas of:

- aeroskills
- automotive
- building and construction
- engineering
- furnishing
- industrial graphics
- plastics

OBJECTIVES

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

- 1 demonstrate practices, skills and procedures
- 2 interpret drawings and technical information
- 3 select practices, skills and procedures
- 4 sequence processes
- 5 evaluate skills, procedures and products
- 6 adapt plans, skills and procedures

"Language bridges cultures, connects people, creates opportunities."

INDUSTRIAL TECHNOLOGY SKILLS



UNIT 1



- School-selected units
- Practical industry learning
- Projects and production skills

UNIT 2



- School-selected units
- Practical industry learning
- Projects and production skills

UNIT 3



- School-selected units
- Practical industry learning
- Projects and production skills

UNIT 4



- School-selected units
- Practical industry learning
- Projects and production skills



CHOOSING YOUR UNITS

- Choose 4 units across Years 11–12
- Units must come from at least **TWO** industry areas
- Maximum **TWO** units from the same industry area
- Units cannot duplicate another Applied Industrial syllabus offered at school

→ ASSESSMENT



Students complete **TWO** assessment tasks in every unit.
Assessment is practical and based on real industry skills.

→ ASSESSMENT TECHNIQUES



PRACTICAL DEMONSTRATION

- Demonstrate industry skills
- Safe use of tools and equipment
- Produce practical outcomes



PROJECT

- Design and create products
- Apply industry processes
- Document and evaluate work



→ ELIGIBILITY REQUIREMENTS

To be eligible for Industrial Technology Skills it is recommended that students have been able to demonstrate at least a high level of achievement (B standard) in Year 10 General English or Literature.

Build. Create. Solve. Skills for the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

APPLIED SENIOR SUBJECT

Connect. Create. Communicate.



➤ OVERVIEW



Technologies are integral to modern life. This subject builds **knowledge, understanding** and **skills** in information and communication technology to support **digital literacy** and workforce needs.



Students study **industry practices** and **ICT processes** through practical, industry-related contexts to meet client expectations and product specifications.



Students use **hardware** and **software** to develop ICT products, applying skills through prototyping tasks that reflect real-world business and industry practices.



Applied learning develops **21st century skills** including problem-solving, communication, collaboration, digital literacy, numeracy and adaptability for future pathways.



Students **interpret** client briefs, follow processes, **evaluate** outcomes and **adapt** solutions to produce high-quality ICT products.

PATHWAYS

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially:

- ICT operations
- Help desk
- Sales support
- Digital media support
- Office administration
- Records and data management
- Call centres

OBJECTIVES

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

- 1 demonstrate practices, skills and processes
- 2 interpret client briefs and technical information
- 3 select practices and processes
- 4 sequence processes
- 5 evaluate processes and products
- 6 adapt processes and products

"Language bridges cultures, connects people, creates opportunities."

INFORMATION & COMMUNICATION TECHNOLOGY

Creating digital solutions for a connected world

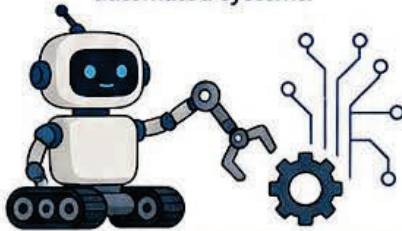
Information & Communication Technology is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

WHAT WILL YOU STUDY?

UNIT OPTION A

Robotics

Design and program automated systems.



Focus areas:

- Coding
- Automation
- Sensors
- Robotics solutions

UNIT OPTION B

App Development

Create mobile and digital applications.



Focus areas:

- User experience
- App development
- Interface design
- Digital solutions

UNIT OPTION C

Audio & Video Production

Create digital media products.



Focus areas:

- Filming
- Editing
- Audio production
- Storytelling

UNIT OPTION D

Layout & Publishing

Design professional publications.



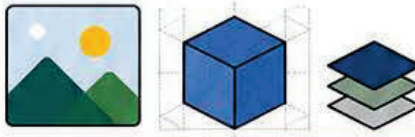
Focus areas:

- Graphic design
- Visual communication
- Publishing
- Digital layouts

UNIT OPTION E

Digital Imaging & Modelling

Create and manipulate digital graphics.



Focus areas:

- Digital imaging
- Visual design
- 3D modelling
- Creative technologies

UNIT OPTION F

Web Development

Design and build websites.



Focus areas:

- Website design
- User interaction
- Coding
- Online communication



WHY IT MATTERS: ICT develops creativity, technical skills and problem-solving abilities while preparing students to create digital products for real-world clients and industries.



HOW WILL YOU BE ASSESSED?



PRODUCT PROPOSAL

Students produce a prototype for a product proposal in response to a client brief and technical information.

RESPONSE REQUIREMENTS

- Multimodal (at least two modes delivered at the same time)
- Up to 3 minutes
- Up to 6 A4 pages
- Or equivalent digital media



PROJECT

Students produce a product prototype in response to a client brief and technical information.

RESPONSE REQUIREMENTS

- Multimodal (at least two modes delivered at the same time)
- Up to 5 minutes
- Up to 8 A4 pages
- Includes a demonstration of the product prototype

COURSE STRUCTURE



Four units selected from six options



Practical, hands-on learning



Industry-focused projects



Real-world client briefs



Digital product development

WHO WOULD ENJOY ICT?

Students who enjoy:



Technology



Digital creation



Coding and robotics



Design and media



Problem solving

Design, create and innovate with digital technologies that shape the future.

RELIGION AND ETHICS

APPLIED SENIOR SUBJECT

Explore beliefs. Live values. Make a difference.



OVERVIEW

A sense of **purpose** and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to **explore values and life choices** and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics.



In this syllabus, religion is a **faith tradition** based on common beliefs and practices. Ethics is a system of **moral principles and decision-making** for the good of the individual and society. Both prompt questions about values, moral choices and decisions when faced with significant situations.



Religion & Ethics enhances understanding of how **personal beliefs, values, spiritual and moral identity** are shaped by factors such as family, culture, gender and social issues. Students explore topics such as the meaning of life, purpose, destiny, life choices, moral issues and social justice.



The subject focuses on personal, relational and spiritual perspectives of human experience. Students **investigate and critically reflect** on the role and function of religion and ethics in society and communicate ideas relevant to their lives and the world.



Learning experiences are **practical and experiential**, accessing community networks such as religious communities, charities, welfare and service organisations. Students engage with diverse perspectives and develop respect for others' beliefs and values.



Students develop **effective decision-making and inquiry skills**, improving 21st century, literacy and numeracy skills. They apply their understanding to real-world contexts and develop the ability to engage as active and informed citizens in a changing world.

PATHWAYS



A course of study in Religion & Ethics can establish a basis for further education and employment in any field.



Higher Education



Any Career Path



Community Leadership



Global Citizenship



Lifelong Learning



Diverse Engagement

Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

OBJECTIVES



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



explain religions, spiritual and ethical principles and practices



examine religions, spiritual and ethical information



apply religious, spiritual and ethical knowledge



communicate responses



evaluate projects



*Understand. Respect. Act.
Faith. Ethics. Community.*





RELIGION & ETHICS

Exploring beliefs, values and ideas to shape our world and our future



Religion & Ethics empowers students to think critically and ethically, explore diverse worldviews and build respect, understanding and compassion in a complex and pluralistic world.

WHAT WILL YOU STUDY?

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

UNIT OPTION	UNIT OPTION	UNIT OPTION	UNIT OPTION	UNIT OPTION	UNIT OPTION
A	B	C	D	E	F
Australian identity	Social justice	Meaning, purpose and expression	World religions and spiritualities	Peace	Sacred stories
					
Exploring what it means to be Australian and how beliefs, values and worldviews shape identity.	Investigating justice, human rights and the responsibilities we have to create a fair and compassionate society.	Exploring life's big questions and how people express meaning, purpose and values.	Exploring beliefs, practices and teachings of religions and spiritual traditions around the world.	Examining the pursuit of peace, causes of conflict and ways to build a more peaceful world.	Analysing sacred texts and stories and their influence on beliefs, values and behaviour.



WHY IT MATTERS: Religion & Ethics helps you understand yourself and others, make ethical decisions and contribute to a more respectful, inclusive and compassionate world.



HOW WILL YOU BE ASSESSED?



Students complete two assessment tasks for each unit.

The assessment techniques used in Religion & Ethics are outlined opposite.

ASSESSMENT TECHNIQUES

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS	
 Project	Students provide a view on a scenario.	Product/Plan/Campaign One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media - Spoken: up to 4 minutes, or signed equivalent - Written: up to 600 words	Evaluation One of the following: - Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media - Spoken: up to 3 minutes, or signed equivalent - Written: up to 400 words
 Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words	
 Extended response	Students respond to stimulus related to a scenario.	One of the following: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words	



*Explore. Reflect. Respect.
Make a difference.*

Think deeply.
Act kindly. Live ethically.

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

Explore. Create. Inspire.



➤ OVERVIEW



The arts enrich lives, stimulate curiosity and imagination, and encourage students to reach their **creative and expressive potential**.



Students respond to authentic, **real-world stimulus**, exploring **visual language** using a range of art-making modes – 2D, 3D, digital (static) and time-based – in isolation, combination and innovative ways.



Through **analytical processes**, students identify problems, develop plans and make reasoned decisions. They **reflect and evaluate** on the success of their own and others' art-making.



When making, students apply visual features to **communicate ideas**, develop **skills** with media, technologies and processes, and create experimental and resolved artworks that synthesise ideas developed in the responding phase.

PATHWAYS

Learning in Visual Arts in Practice connects to industry and community, preparing students for future opportunities in creative and other industries.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including:

- Creative industries
- Education
- Advertising and marketing
- Communications
- Humanities
- Health
- Recreation
- Science and technology



Develop creative, practical and transferable skills for a wide range of future pathways.

OBJECTIVES

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

1



use visual arts practices

2



plan artworks

3



communicate ideas

4



evaluate artworks

"Language bridges cultures, connects people, creates opportunities."



VISUAL ARTS IN PRACTICE

Create. Experiment. Adapt. Realise.
Develop practical skills and design thinking to bring ideas to life.



Visual Arts in Practice empowers students to develop creative solutions, experiment with materials and technologies, and respond to needs and opportunities in real-world contexts.

WHAT WILL YOU STUDY?

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

UNIT OPTION A

Looking inwards (self)



Explore personal ideas, experiences and interests to develop self-expression through art.

UNIT OPTION B

Looking outwards (others)



Investigate and respond to people, communities and environments around you through art.

UNIT OPTION C

Clients



Work with a client or brief to develop art or design solutions that meet a specific need or purpose.

UNIT OPTION D

Transform & extend



Investigate, transform and extend ideas, materials and techniques to create innovative artworks.



WHY IT MATTERS: Visual Arts in Practice develops creativity, adaptability, problem-solving and practical skills while preparing students for further study, work and life in a fast-changing world.



HOW WILL YOU BE ASSESSED?



Students complete two assessment tasks for each unit.

The assessment techniques used in Visual Arts in Practice are outlined opposite.

ASSESSMENT TECHNIQUES

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
 Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND Planning and evaluations - One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent
 Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	Resolved artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s AND Artist statement One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent

WHO WOULD ENJOY VISUAL ARTS IN PRACTICE?

Students who enjoy:



Creating and experimenting with art



Solving problems and thinking creatively



Working with others and real clients



Using digital and traditional technologies



Developing ideas from concept to finished artwork



Imagine. Experiment. Create solutions. Make your vision a reality.

VET COURSES



**BUILD SKILLS
FOR SUCCESS**



**HANDS-ON
LEARNING**



**INDUSTRY
FOCUSED**



**REAL
EXPERIENCE**



**CAREER
READY**



**LEARN
PRACTICAL
SKILLS**



**GAIN REAL
WORLD
EXPERIENCE**



**EARN
NATIONALLY
RECOGNISED
QUALIFICATIONS**



**FUTURE
FOCUSED
CAREERS**

Learn. Achieve. Succeed.

VET IN SCHOOLS OVERVIEW



Real skills. Real qualifications. Real opportunities.



Vocational education and training in Schools (VETiS) is funded by the Queensland Government.



Queensland school students can undertake nationally recognised vocational education and training (VET) qualifications. These courses can be taken in Years 11 and 12 at Carmel College.



It aligns school-based training with the needs of industry and creates career pathways for secondary students. Students learn practical, job-ready skills and earn a real industry qualification while still completing their high school certificate.

KEY FACTS



Nationally recognised qualifications



Undertaken in Years 11 and 12



Pathways to employment, further study and apprenticeships

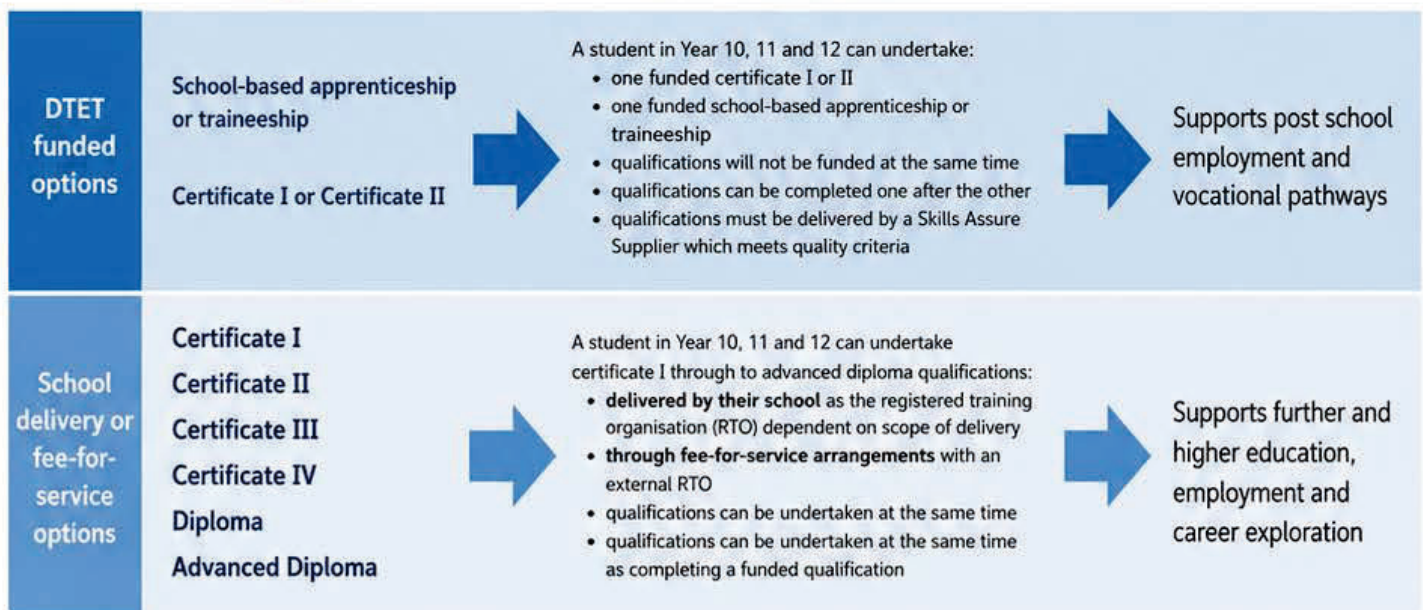


Funded by the Queensland Government

SUMMARY OF ELIGIBILITY



- VET in Schools students are not supported to undertake more than one Department of Trade, Employment and Training (DTET) funded qualification at the same time. However, they could do one DTET funded qualification, fee-for-service qualification and qualification delivered by their school at the same time.
- There is no DTET requirement for a student to do a certificate I or II before they do a school-based apprenticeship or traineeship.
- Career Tasters may provide an opportunity for Year 10 students to try a skill area before enrolling in a qualification.



Explore passions. Expand possibilities.



EXPLORE



DISCOVER



CHOOSE



PREPARE



SUCCEED

CPC20220 Certificate II in Construction Pathways

DELIVERED IN CONJUNCTION WITH BLUE DOG TRAINING (RTO 31193)

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: 4 Core Credits

Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.



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Core

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').
- More information about this qualification is available at:
<https://training.gov.au/Training/Details/CPC20220>



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MEM20422 Certificate II in Engineering Pathways

DELIVERED IN CONJUNCTION WITH BLUE DOG TRAINING (RTO 31193)

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.



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Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at:
<https://training.gov.au/Training/Details/MEM20422>



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Certificate III in Hospitality Units from Certificate II in Hospitality embedded

DELIVERED IN CONJUNCTION WITH TRAINING DIRECT AUSTRALIA
(RTO 32355)

Description

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

SIT30622 Certificate III in Hospitality Units of Competency		
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND008	Work effectively in hospitality service	Core
SITXCCS014	Provide service to customers	Core
SITXCOM07	Show social and cultural sensitivity	Core
SITXHRM007	Coach others in job skills	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITXFSA006	Participate in safe food handling practices	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITHFAB027	Serve food and beverage	Elective
BSBTWK201	Work effectively with others	Elective
SIT20322 Certificate II in Hospitality additional Units of Competency		
SITXCCS011	Interact with customers	Core
SITHIND007	Use hospitality skills effectively	Core

For eligible applicants, the Queensland Department of Trade, Employment and Training can fund the training for the SIT20322 Certificate II in Hospitality component of the qualification through VETiS. If using VETiS funding for SIT2022 Certificate II in Hospitality, the additional 2 units listed above must be completed.

For more information on the VETiS, visit

<https://dtet.qld.gov.au/training/providers/funded/vetis>

The remaining units will be charged on a Fee-For-Service basis.

For eligibility and more information on this program speak to a representative of the Registered Training Organisation (RTO)

RTO Payment Terms

(not including \$100 admin fee payable to Carmel College)



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Certificate II

Is the student eligible for VETiS funding?

Yes - No fee to student

No - Cost to student: 12 Units @ \$125 per unit

Maximum \$1500.00 for full qualification

SIT30622 Certificate III in Hospitality with SIT20322 Certificate II in Hospitality embedded

Is the student eligible to receive VETiS Funding for SIT20322 Certificate II in Hospitality?

Yes - Cost to student is \$450

SIT30622 Certificate III in Hospitality Only – Non-Funded

Cost to student: 15 Units @ \$125 per unit

Maximum \$1875 for full qualification

Invoicing

SIT20322 Certificate II in Hospitality - Students not eligible for VETiS funding - Itemised invoice sent to school or student/parent (as per the agreed payment terms) at the end of Term 1, 2, 3 and 4 for unit/s of competency achieved by the student. Payment is required 14 days from the date on the invoice.

SIT30622 Certificate III in Hospitality with SIT20322 Certificate II in Hospitality embedded. - Students eligible to receive VETiS funding for SIT20322 Certificate II in Hospitality - Invoice for \$450.00 sent to school or student/parent (as per the agreed payment terms).

Invoice will be issued at the beginning of Term 1 when student enters Year 12, unless completing before this time. This fee is non-refundable. Payment is required 14 days from the date on the invoice.

If student withdraws from the qualification before this time, itemised invoice will be issued for unit/s of competency achieved by the student at \$90.00 per unit. Payment is required 14 days from the date on the invoice.

SIT30622 Certificate III in Hospitality only – Non-Funded - Itemised invoice sent to school or student/parent (as per the agreed payment terms) at the end of Term 1, 2, 3 and 4 for unit/s of competency achieved by the student. Payment is required 14 days from the date on the invoice.



Certificate learning. Real skills. Real opportunities.

Building skills for today. Creating futures for tomorrow.

Certificate III in Business (BSB30120)

DELIVERED IN CONJUNCTION WITH BARRINGTON COLLEGE (RTO 45030)

Why Study a BSB30120 Certificate III in Business?

Achieve a nationally accredited qualification while still at secondary school. Qualification provides students with ATAR equivalency and up to eight QCE credits. Provides students with a strong foundation to commence studies in the BSB30120 Certificate III of Business. Personalised study experience and innovative online learning platform. Competency-based learning that prepares students for the workplace and tertiary studies.

Program Overview

Your school in partnership with a Registered Training Organisation is pleased to offer senior students the opportunity to undertake BSB30120 Certificate III in Business study as part of their school curriculum. The course is taught at school by accredited business teachers alongside other school subjects.

Course Overview

This certificate award provides students with a broad range of practical business skills enabling employment opportunities for entry-level positions across the corporate sector and pathways into further study.

Course Duration 12 - 18 months with classes delivered at school alongside self-paced study.

Course Availability The course is available to students in Years 11 and 12.

Course Fees Domestic Students Tuition fees \$1650 Enrolment fee (non-refundable): \$250 Total: \$1,900 monthly instalment plan payment option is available for an additional charge of \$100.

Course Structure | 13 units

Core Units: 6

BSBCRT311 Apply critical thinking skills in a team environment

BSBPEF201 Support personal wellbeing in the workplace

BSBSUS211 Participate in sustainable work practices

BSBTWK301 Use inclusive work practices

BSBWHS311 Assist with maintaining workplace safety

BSBXCM301 Engage in workplace communication

Elective Units :7

BSBTEC302 Design and produce spreadsheets

BSBWRT311 Write simple documents

BSBTEC301 Design and produce business documents

BSBTEC303 Create electronic presentations

BSBPEF301 Organise personal work priorities

BSBOPS304 Deliver and monitor a service to customers.

Entry Requirements

- Satisfactory in Year 10 General or Essential English and Year 10 General or Essential Mathematics
- Achievement of a satisfactory result in the College's Language, Literacy and Numeracy Digital Skills Admission Test
- An interview to gauge an applicant's aptitude and suitability to the intended course may be required at the College's discretion



Certificate learning. Real skills. Real opportunities.

Building skills for today. Creating futures for tomorrow.

Diploma of Business (BSB50120)

DELIVERED IN CONJUNCTION WITH BARRINGTON COLLEGE (RTO 45030)

Course Overview

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment. Opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

Course Structure | 12 units

Core Units 5 units

BSBCRT511 Develop Critical Thinking in Others
BSBFIN501 Manage Budgets and Financial Plans
BSBOPS501 Manage Business Resources
BSBXCM501 Lead Communication in the Workplace
BSBSUS511 Develop Workplace Policies and Procedures for Sustainability

Elective Units 7 units

BSBHRM525 Manage Recruitment and Onboarding
BSBOPS504 Manage Business Risk
BSBPMG430 Undertake Project Work
BSBTWK503 Manage Meetings
BSBPEF502 Develop and Use Emotional Intelligence
BSBCMM411 Make Presentations
BSBMKG541 Identify and Evaluate Marketing Opportunities

Course Duration - Up to 18 months with classes delivered at your school campus alongside self-paced study (5-6 terms).

Course Availability - The course is available to in-school students.

Why Study a Diploma of Business?

- A recognised leader in the delivery of in-school vocational programs.
- Established university pathways.
- Qualification provides students with ATAR equivalency and up to eight QCE points.
- Potential academic credit towards university undergraduate degrees.
- Achieve a nationally accredited qualification while still at high school.
- Personalised study experience and strong student support.
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuits.
- CRICOS-registered college for international students.

Course Fees Domestic Students

Tuition fee \$2450

Enrolment fee (non-refundable): \$250

Total: \$2700 (not including Payment Plan Fee)

Monthly instalment plan payment option is available for an additional charge of \$100.

Entry Requirements

- Satisfactory in General English and General Mathematics
- Achievement of a satisfactory result in the College's Language, Literacy and Numeracy Digital Skills Admission Test
- An interview to gauge an applicant's aptitude and suitability to the intended course may be required at the College's discretion



Certificate learning. Real skills. Real opportunities.

Building skills for today. Creating futures for tomorrow.

Diploma of Social Media Marketing with Artificial Intelligence (114264NAT)

DELIVERED IN CONJUNCTION WITH ORIGINAL CAMPUS (RTO 45322)

COURSE OVERVIEW

This course is suitable for marketers of all levels of experience as the program will take you through all the key elements of social media marketing. Get ahead and stand out from the competition with a qualification that formalises your skills.

PATHWAYS

Managerial Roles	Upskilled Roles	Entry Level Roles
Marketing Director/Manager	Brand Manager	Social Media Coordinator
Social Media Manager	Social Media Strategist	Digital Marketing Assistant
Social Media Strategy Manager	Content Marketing Strategist	Communications Assistant

DURATION

12 months

ASSESSMENTS

No Exam. Assessment formats include: Audio/video recording of role plays, case studies, observations, demonstrations and presentations (including video self-recording and upload); multiple choice questions, short-answer questions, portfolio creation, projects and written reports.

FEES

\$2,750, enrolment fee and material fees included.

Payment Options

Option 1: Upfront fee + payment plan

Option 2: Quarterly payment plan

Option 3: Monthly payment plan

ENTRY REQUIREMENTS

- Qld secondary school student in Years 10, 11 and 12.
- Australian Citizen or permanent resident or New Zealand Citizen.
- Have a satisfactory achievement result (C or higher) in Year 10 Maths and English.

WHAT WILL STUDENTS STUDY?

COURSE UNIT	OVERVIEW
NAT11426001	Create marketing content with AI
SIRXMKT006	Develop a social media strategy
NAT11426002	Organic social media marketing with AI
NAT11426003	Paid social media advertising with AI
NAT11426004	Conversion Rate Optimisation with AI
BSBMKG541	Identify and evaluate marketing opportunities
BSBMKG542	Establish and monitor the marketing mix
BSBMKG555	Write persuasive copy

Age Requirement: Students must be 16 years of age or older to enrol in the Diploma of Social Media Marketing and AI due to social media platform age restrictions and online safety requirements.



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

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

Why study this course?

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

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

Students will acquire skills in:

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

Pathway options may include:

- Group exercise instructor or gym fitness instructor
- Pathway into Certificate IV in Fitness or University degree

What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Units of Competency

Code	Title	Code	Title
HLTWHS001	Participate in workplace health and safety	SISFFIT035	Plan group exercise sessions
BSBPEF301	Organise personal work priorities	SISFFIT036	Instruct group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT032	Complete pre-exercise screening and service orientation
BSBOPS304	Deliver and monitor a service to customers	SISFFIT033	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	SISFFIT052	Provide healthy eating information
BSBPEF202	Plan and apply time management*	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSPAR009	Participate in conditioning for sport*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXCCS004	Provide quality service	HLTAID011	Provide First Aid
SISXEMR003	Respond to emergency situations	SISXFAC006	Maintain activity equipment*
SISOFLD001	Assist in conducting recreation sessions*		

* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)



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How will the students be assessed?

Program delivery will combine both class-based tasks and practical components in a real sport and fitness environment at the school. This involves the delivery of a range of practicals within their school community and to adult (18+) and older adult (55+) clients. A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

Fees

\$495.00 + \$75 for First Aid: Binnacle Training Fees

Entry Requirements

Nil.

Language, Literacy, Numeracy and Digital Literacy Skills

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

Third Party Agreement

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

Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <https://www.binnacletraining.com.au/product-disclosure-statement/>



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Certificate III in Sport Coaching (SIS30521) + Certificate II in Sport Coaching (SIS20321)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

Why study this course?

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. Students assist with facilitation of sport and coaching programs within their school community including:

- Officiating games
- Conducting individual and team coaching sessions
- Delivering conditioning sessions

Students will acquire skills in:

- Officiating games or competitions
- Coaching beginner and intermediate participants to develop skills
- Effective communication skills
- Managing risks in an SFR environment

Pathway options may include:

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

What will students achieve?

- SIS30521 Certificate III in Sport Coaching plus entry qualification: SIS20321 Certificate II in Sport Coaching (8 QCE Credits max)
- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Code	Title	Code	Title
HLTAID011	Provide First Aid	SISXEMR003	Respond to emergency situations
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBOPS403	Apply business risk management processes
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISSSCO002	Work in a community coaching role
SIRXWHS001	Work safely	SISSSCO003	Meet participant coaching needs
BSBSUS211	Participate in sustainable work practices	SISSSCO005	Continuously improve coaching skills and knowledge
HLTWHS001	Participate in workplace health and safety	SISSSCO012	Coach sport participants up to an intermediate level
Additional Unit of Competency Completed (to be Reported on the Statement of Attainment)			
BSBPEF202	Plan and apply time management		



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How will the students be assessed?

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

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

Fees

\$495.00 + \$75 First Aid: Binnacle Training Fees

Entry Requirements

Nil.

Language, Literacy, Numeracy and Digital Literacy Skills

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

Third Party Agreement

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

Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <https://www.binnacletraining.com.au/product-disclosure-statement/>



Certificate II in Health Support Services (HLT23221)

(Embedded in Cert III Health Services Assistance Services)

DELIVERED IN CONJUNCTION WITH MATER EDUCATION (RTO 31193)

QCE Points: 4



Description and Application

The qualification HLT23221 provides students with an introduction to the health care sector.

Are you a senior high school student eager to pursue a career in health? Mater Education's Vocational Education and Training in Schools (VETiS)) program gives you the opportunity to study on-site at Mater where you will learn about a range of roles in this dynamic industry and gain real-world experience working alongside qualified healthcare professionals in acute hospital settings.

The program has been designed by our expert team of educators, giving you knowledge and skills in some key foundation areas such as medical terminology, transportation of patients, making beds, and communication. **Over six months (two school terms)** the program sees students complete a HLT23221 Certificate II in Health Support Services, with the option for them to then obtain a HLT33115 Certificate III in Health Services Assistance via a **ten week (one term)** gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Eligibility - Cost

The Department of Trade, Employment and Training (DTET) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

VETiS qualifications are funded by the Queensland Government's VET Investment budget. VETiS funding allows students to undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. The HLT23221 Certificate II in Health Support Services is listed on the Queensland Government's Priority Skills list for VETiS funded delivery by approved pre-qualified suppliers.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Mater Education VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DTET funding arrangements, fee for service arrangements are available for students through Mater Education.

Please refer to the Mater Education for further information.

<https://www.matereducation.qld.edu.au/career-entry-qualifications/vet>



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Training and Assessment Delivery

The Mater Education VETiS program is delivered by qualified trainers and assessors at the student's school, where the student will attend class one day per week over two (2) Terms.

Secondary school students are enrolled as a student with Mater Education and their qualification or statement of attainment is issued by Mater Education.

Training and assessment are via Mater Education's mode of delivery which comprises both face to face classroom-based training and simulated training conducted in a simulated ward at the schools Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

Qualification consists of 12 units: – 4 Core, 7 Electives and 1 Import

Core

CHCCOM005	Communicate and work effectively in community and health
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety

Elective

CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
CHCLEG001	Work legally & ethically
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
HLTWHS005	Conduct manual tasks safely

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/dbad97e5-42bd-4ebc-822e-5f770d8b6beb>



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Certificate III in Health Services Assistance

(HLT33115)

DELIVERED IN CONJUNCTION WITH MATER EDUCATION (RTO 31193)

QCE Points: Up to 4 depending on credits from previous qualification

To continue studying the Certificate III Health services assistance Gap Program, students must have successfully completed the Certificate II in Health Support Services.



Description and Application

The qualification HLT33115 provides students with knowledge and skill in developing team effectiveness, assisting patients with mobility, understanding medical terminology, and organisational skill required to work in the health care sector.

Are you looking to embark on a career in healthcare? Mater Education's Certificate III in Health Services Assistance course will arm you with the knowledge and skills needed to work in a range of assistant-style roles—from jobs as a patient care attendant or an assistant in nursing, through to orderly and wards person positions.

This hands-on course is delivered onsite at Mater Education's world-class clinical simulation facility and taught by our team of interprofessional education experts.

Delivered over ten-weeks (one term) gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Key areas of learning and skills development include:

- interpreting and applying medical terminology
- anatomy and physiology
- working in health and community services
- team effectiveness
- organisational skills .

Graduates of the course will be able to work confidently in the following roles:

- assistant in nursing
- patient care attendant
- personal carer
- orderly
- wards person.

Eligibility – Cost

Certificate III Health Services Assistance Gap Program fee: \$960 (invoiced to the partner school)

Fee for Service: \$3730

Please refer to the Mater Education for further information.

<https://www.matereducation.qld.edu.au/career-entry-qualifications/vet>

Training and Assessment Delivery

The Mater Education VETiS program is delivered by qualified trainers and assessors at the student's school, where the student will attend class one day per week over one (1) Term.

Secondary school students are enrolled as a student with Mater Education and their qualification or statement of attainment is issued by Mater Education.

Training and assessment are via Mater Education's mode of delivery which comprises both face to face classroom-based training and simulated training conducted in a Simulated ward at the schools Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.



Mater Education is responsible for all training and assessment.

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Qualification consists of 15 units: – 7 core, 7 electives and 1 import

Core

CHCCOM005	Communicate and work effectively in community and health	Credit transfer
CHCDIV001	Work with diverse people	Credit transfer
HLTINF006	Apply basic principles and practices of infection prevention and control	Credit transfer
HLTWHS001	Participate in workplace health and safety	Credit transfer
BSBMED301	Interpret and apply medical terminology appropriately	To be Delivered
BSBWOR301	Organise personal work priorities and development	To be Delivered
HLTAAP001	Recognise healthy body systems	To be Delivered

Elective

CHCCCS020	Respond effectively to behaviours of concern	Credit transfer
CHCCCS026	Transport individuals	Credit transfer
CHCCCS010	Maintain a high standard of service	Credit transfer
CHCCCS012	Prepare and maintain beds	Credit transfer
HLTAID009	Provide Cardiopulmonary resuscitation	Credit transfer
BSBOPS203	Deliver a service to customers (Import)	Credit transfer
CHCCCS002	Assist with movement	To be Delivered
BSBFLM312	Contribute to team effectiveness	To be Delivered

Elective

CHCLEG001	Work legally & ethically	To be Delivered
HLTAID011	Provide first aid	To be Delivered
HLTWHS006	Manage personal stressors in the work environment (Import)	To be Delivered
CHCCCS020	Respond effectively to behaviours of concern	Credit transfer
CHCCCS026	Transport individuals	Credit transfer
CHCCCS012	Prepare and maintain beds	Credit transfer
CHCCCS002	Assist with movement	To be Delivered
BSBFLM312	Contribute to team effectiveness	To be Delivered

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/dbad97e5-42bd-4ebc-822e-5f770d8b6beb>



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Certificate II in Engineering Pathways (MEM20422)

(Embedded in Cert III Aviation – Remote Pilot)

DELIVERED IN CONJUNCTION WITH SKILLS GENERATION (RTO 41008)

Nationally recognised Certificate II Qualification.

This course is delivered by Carmel College as a third-party provider on behalf of the RTO and is designed in line with the competencies developed by Industry Skills Australia. MEM20422 Certificate II in Engineering Pathways is an entryway into the engineering/manufacturing sectors and has been contextualised to cater to students with an interest in emerging technologies, such as drones and robotics.

QCE - Successful completion of MEM20422 Certificate II in Engineering Pathways awards up to 4 QCE credits when all units of competency are completed.

ATAR - Not applicable.

Prerequisites – Not applicable

Application

Through the school's VET Coordinator / Careers Counsellor. A USI number will be required for enrolment purposes. To create or recover a student's USI number, please visit www.usi.gov.au. Students will need to use their full legal name in their application.

Delivery

This course is delivered over 4 school terms by teachers who are Skills Generation approved trainers/assessors. The course curriculum is divided into 4 modules:

1. Introduction to engineering pathways
2. Online assessment
3. Drone or robot building
4. The engineering workshop cluster

Students will undertake practical lessons in an appropriately equipped workshop. Theory lessons will take place in a classroom setting.

Assessment

Students undertake their theory studies through the RTO's online learning management system. Practical observations will take place in the workshop with teachers who are RTO approved trainers/assessors. Coursework for this qualification includes written assessments, projects, and practical observation tasks. All content remains the intellectual property of Skills Generation.

Cost

The MEM20422 Certificate II in Engineering Pathways qualification is VETiS funded under the Queensland Government VET Investment Budget. If a student is not eligible for VETiS funding, please speak with the school's VET Coordinator regarding fee for service pricing.



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Certificate III in Aviation (Remote Pilot) (AVI30419)

DELIVERED IN CONJUNCTION WITH SKILLS GENERATION (RTO 41008)

Nationally recognised Certificate III Qualification.

This course is delivered by Carmel College as a third-party provider on behalf of the RTO and designed in line with the competencies developed by Industry Skills Australia. The AVI30419 Certificate III in Aviation (Remote Pilot) qualification is the industry standard for those wishing to enter the unmanned aerial vehicle industry and begin operating drones for business purposes. In addition to the Certificate III qualification, students will have the opportunity to undertake additional study to obtain their Civil Aviation Safety Authority Remote Pilot License (CASA RePL).

QCE - Successful completion of AVI30419 Certificate III in Aviation (Remote Pilot) awards up to 6 QCE credits when all units of competency are completed.

ATAR - This course can contribute to ATAR calculation upon successful completion.

Prerequisites – Not applicable

Application

Through the school's VET Coordinator / Careers Counsellor. A USI number will be required for enrolment purposes. To create or recover a student's USI number, please visit www.usi.gov.au. Students will need to use their full legal name in their application.

Delivery

This course is delivered over 4 school terms by teachers who are Skills Generation approved and CASA licensed trainers/assessors. Training is delivered in accordance with relevant regulatory requirements of CASA and national operating standards. Classes are timetabled by the school and may include after-hours attendance for flying practice. Attendance in the after-school component is mandatory if classes are scheduled at this time.

Assessment

Resources and assessments are submitted through the RTO's online learning management system. Students must have a fully charged laptop for every timetabled session. Course work includes written projects, online tests, and practical assessments of remote piloting skills. Practical observations will take place with teachers who are RTO approved trainers/assessors. Students are required to manage their online submissions; as well as meeting the deadlines of their assessments. All content remains the intellectual property of the RTO

Cost

The AVI30419 Certificate III in Aviation (Remote Pilot) qualification is not VETiS funded under the Queensland Government VET Investment Budget.



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PATHWAYS

Choose your future! :-



TAFE@School



Students interested in studying a TAFE qualification should first discuss their plans with Mrs Scott. Applications are submitted directly to TAFE and students attend one day per week.



TAFE@School is a rewarding pathway that requires maturity, organisation, and commitment. Students are required to balance their school and TAFE commitments and should discuss the demands of this workload with Mrs Scott before enrolling.



Some courses may be funded through VETiS. Others require students to pay course fees after enrolment. Please check fee information before applying.



Further information about applications, approximate costs and key dates will be provided during the SET Plan process.



Apprenticeships and Traineeships



Students may undertake a school-based apprenticeship or traineeship while completing their senior studies. Positions must be sourced by the student, and a formal approval process must be completed to meet school and legal requirements.



If you are considering an apprenticeship or traineeship, please speak with Mrs Scott before making any commitments to ensure your proposed arrangement is suitable.



We also recommend arranging work experience with the prospective employer through Mrs Braddon before commencing, to ensure the placement is suitable for both the student and employer.



External Courses



Students sometimes wish to undertake qualifications not offered through Carmel College or TAFE Queensland (for example, a Certificate IV in Dance). If you are considering an external course through a Registered Training Organisation (RTO) please submit your proposal and supporting documentation to Mrs Scott before the end of the school year.



EXPLORE



DISCOVER



CHOOSE



PREPARE



SUCCEED

Learning and Teaching Leader List

If you require additional information about courses on offer, please contact the relevant Learning and Teaching Leader

Faculty	Learning and Teaching Leader
Business & Humanities	Mrs Diana Platt
English	Mrs Wendy Anderson
Health and Physical Education	Mr Lachlan Reilly
Design Technology – Food Materials	Mrs Rachel Lax
Japanese	Mrs Rachel Ward
Mathematics	Mrs Theresa Geiger
Religious Education	Ms Ella Moro
Science	Mrs Niki Taylor
Technology	Mr Tony Hurley
The Arts	Ms Hailee Speck
Learning Enhancement	Jessica Robertson

If you require assistance with Senior Pathways, Vocational education or further clarification on this document please contact:

Mrs Shannon Scott – Program Leader - Pathways

— let your light shine' —