This handbook provides information on a range of subjects offered at Bracken Ridge State High School in Year 11 and 12

Bracken Ridge State High School

Senior School Curriculum Handbook

2026 to 2027 Cohort

A community inspiring respectful, responsible and resilient learners.
A place where all students find their path for success.

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Introduction

Students and their parents/caregivers need to consider the information in the following pages to guide their senior pathway options. The *Senior School Curriculum Handbook* is an excellent resource for providing details of each subject offered in Years 11 and 12 at Bracken Ridge State High School, the requirements for achieving the Queensland Certificate of Education (QCE) and guidance for post school options.

When choosing their senior and post-school pathways, it is important for students to consider:

- Academic strengths and weaknesses
- Subjects that the student has found enjoyable, interesting and personally rewarding
- Possible career pathways – seek the Guidance Officer's advice and QTAC resources
- Future university or TAFE course prerequisites
- Other training/employment needs.

Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that there are mandated limits to the size of classes, therefore a change of subject may not be possible if a class is full.

If students or parents/caregivers have any questions in relation to the information contained in this *Senior School Curriculum Handbook* or the subject selection process, please see the Deputy Principal, Guidance Officer or Senior Schooling Head of Department. You can also discuss options with your current class teachers and Heads of Department.

Senior Education Profile

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

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE contributing studies and the results achieved that may contribute to the award of a QCE.
If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway, and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

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

How does the QCE work?

A guide for Senior Students at BRSHS

To successfully attain your QCE, you must meet the Set Amount, Literacy & Numeracy, Set Standard and Set Pattern rules.

Set amount *20 points*	Students must gain **20 points** to attain a QCE. ***Upon successful completion*** of subjects below, QCE points are awarded as follows: ✓ Certificate III = **up to 8 points**, or 2 points per 25% of the competencies successfully completed in the qualification ✓ Certificate II = **up to 4 points**, or 1 point per 25% of the competencies successfully completed in the qualification ✓ Certificate I = **2 points** ✓ General and Applied subjects = **1 point** for Unit 1, **1 point** for Unit 2, **2 points** for Units 3 and 4 as a pair ✓ Short Courses = **1 point**
Literacy & numeracy	By the completion of Year 11, students will gain their **Literacy and Numeracy requirements** by ***successfully completing*** the following: ✓ **Literacy Tick** ▮ Attaining a 'C' or higher in Units 1 or 2 of Essential English or General English; **and** ✓ **Numeracy Tick** ▮ Attaining a 'C' or higher in Units 1 or 2 of Essential Mathematics or General Mathematics or Mathematical Methods
Set standard	Set standard means that a student has achieved: ✓ **Satisfactory** for Units 1 and/or 2 for General and Applied subjects ✓ **'C'** or higher for Units 3 and 4 at exit of course ✓ **Competent** for VET competencies ✓ **'C'** or higher for Short Courses on exit
Set pattern *12 + 8 credits*	Students must gain **12 points** of *completed* study (i.e. enrolled in the subject from start to finish) to meet the **Completed Core rule**. Completed Core points can be awarded when a student: ✓ is enrolled in an Applied or General subject for Units 1, 2, 3 and 4 (regardless of whether Satisfactory or Unsatisfactory in Units 1 and/or 2) **+** achieves a final result of 'C' or better in Units 3 and 4 (worth **up to 4 points** as per the Set Amount rule) for each subject upon successful completion) **and/or** any completed VET certificate (Cert I, II or III – maximum points as per Set Amount rule). The remaining 8 points can occur from any successfully completed subject unit or VET subject that meet the Set Standard rule.

If you have any concerns about your QCE eligibility, you should speak with the HOD Senior Schooling as soon as possible.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Senior Education and Training (SET) Plans and Subject Selection

Some of the most important decisions students make at school are those relating to subject selections. These decisions are important since they may directly affect your success at school and how you feel about school. Senior subject selections are also an important part of career planning, particularly if tertiary study becomes integral to your career.

As an overall strategy, it is suggested that you choose subjects:

- You enjoy
- You have demonstrated, or feel confident of achieving, some success in
- Will help you to develop skills, knowledge and attitudes useful throughout life
- Help you to achieve your chosen career goals (if such goals have been formulated) or to keep your career options open should you be unsure of your post-school direction. (Please be assured that being uncertain of one's career direction at this age is quite normal.)

Following are more specific guidelines, and a brief glossary of key terms intended to support your decision-making processes.

Investigate Occupational Pathways

Choosing your subjects will be easier if you have identified a few preferred occupations and researched the various pathways available for entry to those occupations. If entry to your preferred occupation requires specific post-school training or completion of a tertiary qualification, make sure that any subject prerequisites for such training or tertiary courses are included amongst your senior subject selections. Where subject prerequisites are flexible, use common sense to select senior subjects where the content covered and/or skills developed are likely to provide a relevant foundation for your future training or tertiary study.

Check Tertiary Admission Policies

Students must be guided at all times by the information contained in the official QTAC information on Tertiary Prerequisites, see: **https://www.qtac.edu.au/admission-criteria/**

In addition, you should also familiarise yourself with the admission policies of each tertiary institution offering courses of interest to you. Selection of applicants for tertiary courses can involve complex admission rules and such rules often vary between institutions and change over time.

Consider Your Options

While some of you may currently feel sure of your future career, it is very common for students to change their minds over the last two years of senior schooling. Given the pace of change in the employment sector and the unpredictability of life in general, it is also a wise strategy to have multiple career options ready to implement. In essence, there are many benefits to be gained from keeping your options open.

Choosing a balance of subjects across a variety of disciplines can serve many positive purposes. You are being asked to select subjects that you enjoy, which will give you the greatest chance of achieving academic success, and which will allow you flexibility of options post school.

Step by Step Guide to SET Planning

A quick step by step guide:

1. Be guided at all times by the information contained in the QTAC Guide (available on www.qtac.edu.au). If you have a career path in mind – be aware of the prerequisites, assumed knowledge and recommended subjects. If you are unsure of a future career path – choose subjects that will keep several career options open.
2. Read the outlines for each subject carefully – it is important to select subjects based on interest and ability as well as prerequisites needs.
3. Each subject at Bracken Ridge State High School has *Recommended Levels of Achievement* in Year 10 to support success in the senior curriculum. Please read this carefully. Exceptions can be made but only at the discretion of the Head of Department for that subject and are not guaranteed.
4. Seek advice from the Head of Department Middle School and Guidance Officer, if necessary.
5. Complete SET Planning interview.
6. Complete the Subject Selection form.

University Pre-Requisites

It is vital that University Course Pre-requisites are checked prior to choosing subjects. A detailed list can be located in the 2028 Year 10 QTAC Guide, found here: https://brackenridgeshs.eq.edu.au/support-and-resources/forms-and-documents/documents.

Recommended Levels of Achievement

General Subject	Recommended Level of Achievement in Year 10
Biology	Science – B result English – B result
Business	English – B result
Chemistry	Science – B result English – B result Maths – A result
Drama	Drama – B result or consultation with Head of Department English – B result advantageous
English	English – B result
General Mathematics	Mathematics – B result
Japanese	Japanese – B result
Legal Studies	English – B result Civics advantageous
Marine Studies	Science – B result English – B result
Mathematical Methods	Maths – A result English – B result
Modern History	English – B result History advantageous
Music	Music - B result or consultation with Head of Department English - B result advantageous
Physical Education	English – C result Physical Education – C result
Physics	Science – B result English – B result Maths - A
Visual Art	Art - B result or consultation with Head of Department English - B result advantageous

Applied Subject	Recommended Level of Achievement in Year 10
Essential English	Students selecting Essential (Applied) subjects are automatically accepted into the subject.
Essential Mathematics	
Aquatic Practices	Acceptance into Applied subjects will be dependent upon behaviour and effort results. This is linked with the Workplace Health & Safety expectations associated with courses.
Business Studies	
Hospitality Practices	
Music in Practice	
Social & Community Studies	
Sport & Recreation	
Visual Arts in Practice	

Vocational Education and Training (VET)	
ICT20120 – Certificate II in Applied Digital Technologies	CHC30221 - Certificate III in School Based Education Support
SIT20122 – Certificate II in Tourism	ICT30120 - Certificate III in Information Technology
BSB20120 - Certificate II in Workplace Skills	FSK20119 - Certificate II Skills for Work and Vocational Pathways
CPC20220 - Certificate II Construction Pathways	MEM20422 - Certificate II in Engineering Pathways
Acceptance into VET qualifications will be dependent upon Year 10 behaviour and effort results. This is linked with the Workplace Health & Safety expectations associated with courses.	

Who Do I See for Subject Information?

Middle School and Senior Schooling Head of Department

- General subject advice and direction as to who to see for specific information
- Advice on vocational courses, school-based apprenticeships or traineeships
- Advice on subject changes.

Heads of Department – Curriculum

- Advice on the different subjects within their faculty
- Advice on subject changes.

Subject Teacher

- Advice on individual capabilities within the specific subject.

Guidance Officer

- Learning difficulties
- AARA
- Advice on university courses and alternate pathways
- Advice on subject changes and the impact to your pathway.

Attendance and Participation

When a young person stops being of compulsory school age (16 years) or completes year 10, they enter the *Compulsory Participation Phase*, meaning students must *participate* in one the following eligible options:

- approved education or training (including registration for home education)
- paid employment of a minimum 25 hours per week
- a combination of approved education, training and paid employment.

Eligible options for education or training are provided by learning institutions such as schools, universities, TAFE institutes or registered training organisations.

Students who choose to complete option 1 or 2 of full-time education at Bracken Ridge SHS during their Compulsory Participation Phase of education are required to meet the school's behaviour and academic expectations as outlined in the Bracken Ridge Student Code of Conduct, and the QCE and QCIA policy and procedures handbook (QCAA). Diverse learning pathways, progress monitoring and intervention strategies are provided to ensure all students have the opportunity to thrive in the Senior Phase of Learning.

If a student believes the high school environment is no longer their pathway or chooses not to comply with expectations of Bracken Ridge SHS, students will be supported to transition into a training or workplace environment that best matches their needs.

Responsibilities of Senior Students

As a senior student of the Bracken Ridge SHS community, I understand and accept responsibility for my actions. I aim to be the best version of myself in all situations by demonstrating responsible and appropriate behaviour. I will achieve to the best of my ability and enhance the good name of my school, and I acknowledge that even if I am not an official member of the student leadership team, as a senior student, I am a leader within the school community and my behaviour will reflect this.

I, the student, agree to the following:

School values

I will uphold the school's values (commitment, cooperation, courtesy, consideration and common sense) at all times:

- **Commitment** to the prosperity of ourselves and others as learners.
- **Cooperation** with one another to achieve success.
- **Courtesy** in all of our communication with one another, verbal and non-verbal.
- **Consideration** to all the individual differences of everyone within our school community and beyond.
- **Common sense** in all our decision making.

Behaviour and attitude

• Abide by the *Bracken Ridge SHS Student Code of Conduct*.

• Be polite, honest and courteous in my interactions with peers and staff at the school.

• Treat all members of the school community respectfully and show tolerance for the diversity found in our school.

• Comply with all school procedures and policies regarding behaviour, classroom expectations and device use.

• Seek to resolve problems in a non-abusive and non-violent manner and engage in restorative conversations.

• Promote a positive school image and model the expected behaviours of senior student.

• If I am placed on an Improvement Plan to fix concerns about my attendance, learning engagement or academic outcomes, I will complete all the requirements to ensure I am on track to achieve my QCE.

Attendance

• Have 90% or more attendance in all classes, with the exception of valid and approved absences with 100% explained attendance. I will submit a medical certificate for absences of 3 or more days, or if I am requesting an extension on assessment through the AARA process.

• Not leave the school grounds during a school day without approval and having completed the correct process.

• Be punctual to all scheduled lessons and events in school and on excursions, training days, and other external events.

• If required to remain at school as a QCE support mechanism, I will attend all required sessions until I have caught up with all my work and my teacher, Faculty Head of Department, or Senior School Head of Department releases me.

• I will attend all workplace training and experience days arranged for me, and I will attend all TAFE training and practical days, including any scheduled on the school holidays.

Appearance

• Take pride in my personal appearance.

• Wear the school uniform correctly and comply with the expected dress codes.

• Always conduct myself in a manner that brings credit to my family, school and myself, when wearing the school uniform.

Participation and active engagement with SET Plan

• Actively and positively participate in the learning outlined in my approved SET Plan.

• Ensuring I am fully prepared, with all the necessary equipment for each lesson including digital devices with protective cases.

• Working hard to comply with requests or directions from staff.

• Completing all classwork, homework and assessment items within required timeframes.

• Following through on all commitments that I have agreed to.

• Respectfully conduct myself in class and not hinder the progress of others in the delivery of lessons.

• Participate in developing Improvement Plans (Academic, Engagement, Attendance) and enact agreed upon strategies immediately.

Student Laptop Resource Scheme

The Student Laptop Resource Scheme at Bracken Ridge State High School offers parents and carers the opportunity to hire a laptop for their students which can access all the necessary platforms for their curriculum engagement and success**. Only laptops provided by the school can be onboarded to the school network.** Privately owned devices cannot be connected to our school network.

Upon agreement to the Laptop Resource Scheme, a device is provided to students for a period of three (3) calendar years, or until the student leaves the school. Students use the device both at home and at school, during participation in the scheme.

Benefits to students and parents when participating in the scheme:

- Install and maintain all software required for school (Microsoft suite, QLearn, TEAMS, Compass, ClickView, OneDrive for students, Education Perfect, Stile)
- Access to learning 24/7, 365 days per year.
- Safely onboarded to school network
- Install and maintain antivirus software
- Provide internet filtering at home and school
- Provide full technical support through our school 'tech desk'.
- Provide access to loan device if the device needs repair
- Manage all matters relating to device warranty
- Provide an Accidental Damage Protection policy (ADP)
- Manage all matters relating to a claim made under the ADP policy.

All payments related to students schooling, including Student Resource Scheme (SRS) Payments, Excursions, Sport etc., must remain up to date or on payment plans to be able to keep the issued laptop.

Parents/Caregivers and students will need to sign the agreement and if payments lapse, following a reminder letter, the laptop can at any time be requested to be handed back until outstanding payments are again up to date.

The school also offers a **day loan** service for students or parents who are unable to access the Laptop Resource scheme. For more information, please contact the office.

Requirement of a laptop in senior school

Senior students require the use of their laptop, with protective case, each day to engage in their program of learning in the senior school. Students will use their laptop to:

- Communicate using Outlook about learning and other school matters with school staff including their teachers, members of the senior schooling team such as Head of Department or Year Level Coordinator
- Communicate using Outlook with external providers such as TAFE or their trainer about their training program
- Access and complete learning on the online platform Q-Learn for their school subjects
- Access and complete learning on online modules for TAFE or University programs
- Access information about employment and training opportunities using TEAMS
- Complete homework set on websites such as Education Perfect or Stile
- Complete and submit assessment to plagiarism websites on time
- Monitor their attendance and timetable using the Compass program and their QCE progress using the QCAA website.

BRACKEN RIDGE SENIOR PATHWAY OPTIONS

Pathways to Work

A pathway that helps students develop a range of transferable skills for direct entry into the workforce.

Best suited to:
Students with the goal of entering the workforce after completing school.

Recommended Prior Learning:
There are no pre-requisites other than specific academic and behaviour requirements for particular subjects.

Points to note:
- Students will choose 6 subjects across a 5 day timetable
- Students may spend 4 days at school and 1 day engaged in identified workplace learning
- Remainder of subjects are a combination of Applied and VET courses
- Subject offerings will include:
  Essential English
  Essential Maths
  Cert II minimum
  2 or 3 Applied/VET subjects

Pathways Plus

A pathway that helps students develop real-world skills and study habits for pathways that may include full time work or vocational study.

Best suited to:
Students who have demonstrated academic ability and have identified a vocational training career option.

Recommended Prior Learning:
Students must be achieving Cs in their Year 10 subjects and meet any prescribed pre-requisites for particular subjects.

Points to note:
- Students may spend four days at school and one day engaged in external learning through a TAFE in Schools course or work placement connected to a school-based traineeship or apprenticeship
- Students may select from General/Applied/VET school-based offerings
- Maximum of 2 General subjects

ATAR Direct Entry

A pathway to support students who have the goal of entering university immediately upon graduation.

Best suited to:
Students who are academically capable with university aspirations.

Recommended Prior Learning:
Students must be achieving the prescribed pre-requisite for chosen subjects in Year 10 and maintain the expectation of 100% accounted for attendance.

Points to note:
- To receive an ATAR, students will be required to study 5 General subjects + 1 Applied or 1 Certificate III Qualification
- General English is compulsory
- Students will be required to attend 5 days at school
- Students will not be able to engage in external training

Uni @ School

An advanced academic pathway for approved students to complete up to 2 university courses in Year 11 and 12.

Best suited to:
Students who are highly academic with effective study habits and identified university pathway options.

Recommended Prior Learning:
Students must be achieving As and Bs in all Year 10 subjects and maintain the expectation of 100% accounted for attendance.

Points to note:
- Students select 5 General subjects and 1 General/Applied/VET to start Yr 11
- Semester 2, Year 11 students transition to 5 General subjects + 1 University unit.
- Second university unit may be completed in Semester 1, Year 12.
- University units will be selected from options provided via online delivery, or onsite tutorials within the school timetable

SENIOR PATHWAY OPTIONS: SKILL SETS REQUIRED

Work and Training Pathways

A pathway that helps students develop a range of transferable skills for direct entry into the workforce.

Hard / Technical Skills
Developed through training in VET qualifications and school-based apprenticeships, traineeships and work experience opportunities. Skills and qualifications developed whilst at school that improve employability include:

- Driver's Licence (manual if possible, for students interested in a trade)
- White Card
- Safety awareness and compliance to WHS requirements
- Physical endurance / fitness

Soft Skills:
- Self-regulation
- Self-motivation
- Problem solving
- Resilience
- Personal presentation
- Social awareness
- Confidence
- Communication (including listening)
- Adaptability

How we support skill development
- Literacy development in English
- Numeracy development in Maths
- Personal development embedded in the curriculum and STA program
- Career exploration embedded in the FSK qualification

University and TAFE Pathways

Academic Preparation Criteria
Universities review the academic preparation of a student to confirm their capacity to engage in university learning.

Foundational Knowledge
- Required secondary learning completed (minimum Year 10)
- Prerequisite subjects for degree options chosen to support foundational learning across Year 11 and 12

Cognitive and Learning Skills
- Ability to comprehend complex materials
- Critical thinking skills
- Problem solving skills
- Academic writing ability including referencing

Readiness for Independent Learning
- Capacity to manage workload
- Self-directed learner
- Time management and planning skills
- Basic digital and research skills

English Language Proficiency
- Ability to understand lectures
- Ability to complete assessment to criteria
- Ability to participate in academic life

PATHWAY OPTIONS

Like the BRSHS socials to see career information and opportunities

Apprenticeship or Traineeship	Australian Defence Force	Full-time work (25+ hours per week)	TAFE or other training providers	University (Direct or Deferred)
• Minimum Year 10 completion, passing English and Maths • Work experience across a number of industries prior to choosing pathway • Obtaining and keeping your driver's licence, with most industries preferring a manual licence • White Card for most industries which can be completed in Cert II Construction or on a weekend (cost involved) • Create a resume with references that outlines your skills, VET qualifications and work experience • Connections to the industry are extremely helpful for a head start, and we can help maximise these options.	• You must be 16 years and 6 months to apply, and some roles require Year 12 completion • Consider ADF work experience and/or attend info sessions • Complete an online application • Complete a YOU (Your Opportunities Unlimited) Session, to determine the most suitable role for you • Complete an Assessment Session (physical, psychological and Defence interview) • Pass the pre-entry fitness assessment (PFA) - download the PFA app to build your fitness • On day of enlistment, must pass final health checks.	• Consider completing work experience in your selected industry • Complete career investigations to evaluate your options and choose a position that suits your lifestyle and pays for your needs and wants • Create an up-to-date and professional resumé that includes at least two referees that are not friends or family and ask teachers to review it • Reach out to your existing employer (if you are currently working) and see if they can provide you with full-time work as soon as school is finished.	• Engage in a career counselling session to identify your career and training options and speak to the TAFE coordinator at school • Research TAFE course options online and attend Open Days on campus to learn about facilities • Check Fee-Free TAFE offerings or Cert III Guarantee options • For a Certificate, complete the online application and payment (if required) • For a Diploma or more advanced qualifications, a meeting with your Guidance Officer and a QTAC application is required.	• A 'C' or better in General English is essential for successful university study • Explore the QTAC guide and university websites to identify ATAR entry requirements and prerequisite subjects in your chosen study field • Consider a Uni @ School course to experience university learning • Complete a QTAC application with the Guidance Officer in Year 12, Term 3 • For Medicine or Dentistry: a specific test (UCAT) is required • Music and other Arts degree may require an audition submission prior to QTAC applications.
Industry Liaison Officer (ILO) or VET Trainers/HOD	***Guidance Officer***	***Link + Launch and other employment agencies***	***ILO/HOD VET (Certificate) Guidance Officer (Diploma)***	***Guidance Officer***

Enabling Programs (also known as Bridging or Tertiary Preparation Pathway Courses)

In an enabling program, you study multiple subjects for various purposes, such as attaining a selection rank, meeting a subject prerequisite, gaining general tertiary study skills (assignment writing, researching, test-taking), or gaining basic knowledge in a selected subject as a foundation for more in-depth study later on. On successful completion of some enabling programs, you may gain direct entry to selected undergraduate courses at the same institution. You may also use your results from the enabling program in one institution to help you get into tertiary courses at another institution.

Early Offer Guarantee (EOG)

An opportunity to secure a place at university prior to the end of Year 12, an Early Offer Guarantee must be completed with your Guidance Officer and requires Principal approval. Only students who consistently meet all school expectations are considered for EOGs. Students who receive an EOG must still attempt all assessment and examinations, must successfully pass subject prerequisites and obtain their QCE to retain their EOG, which can be revoked by the school.

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QCAA senior syllabuses

ENGLISH Applied • Essential English General • English	**THE ARTS** Applied • Music in Practice * • Visual Arts in Practice General • Drama + * • Music + * • Visual Art + *
HEALTH & PHYSICAL EDUCATION Applied • Sport & Recreation General • Physical Education + *	**MATHEMATICS** Applied • Essential Mathematics General • General Mathematics • Mathematical Methods
HUMANITIES & SOCIAL SCIENCES Applied • Social and Community Studies • Business Studies* General • Modern History + * • Business * • Legal Studies + *	**SCIENCES** Applied • Aquatic Practices General • Biology + * • Chemistry * • Physics + * • Marine Science*
LANGUAGES General • Japanese *	**TECHNOLOGIES** Applied • Hospitality Practices
VOCATIONAL EDUCATION AND TRAINING (VET)	
• Certificate II in Construction Pathways (Blue Dog) • Certificate II in Engineering Pathways (Blue Dog) • Certificate II in Workplace Skills • Certificate II in Applied Digital Technologies * • Certificate II in Tourism • Certificate III in Information Technology (IVET) * • Certificate III in School Based Education Support (Adapt Education) *	

+ Denotes an Alternative Sequence subject which are offered as an alternative delivery model of certain General syllabuses, designed for subjects with low candidature, composite classes, allowing for flexible curriculum delivery. They maintain the same syllabus objectives and subject matter as the parent General syllabus, but may reorganise subject matter and assessment to ensure comparable complexity across Units 1 & 2 and Units 3 & 4.

* Denotes a composite class (combined Year 11/12). Class numbers will be determined at the start of each year and are subject to change.

ENGLISH SUBJECTS

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve 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 purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for purposes and contexts
- use grammar and language structures for purposes
- use mode-appropriate features to achieve purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**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		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

HEALTH & PHYSICAL EDUCATION

Sport & Recreation

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

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Structure

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

Unit option	Unit title
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option F	Emerging trends in sport, fitness, and recreation
Unit option H	Fitness for sport and recreation

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Physical Education

General senior subject

General

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

Assessment

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

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

Summative assessments

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

HUMANITIES & SOCIAL SCIENCES

Business Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

- explain business concepts, processes, and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate project

Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Work Experience

Students are required to complete 20 hours of volunteering to support school events, which may include outside of school hours events such as expo evenings. During work experience, students will have opportunities to demonstrate their skills and knowledge and will engage in a range of tasks and activities including administration, customer service, marking and events.

Social & Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Business

General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Please note: This subject is a composite (Year 11 and 12 combined) subject.

Assessment

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

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

Summative assessments

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

Legal Studies

General senior subject

General

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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends)	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Genocides and ethnic cleansings since the 1930s (Holocaust begins)

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

Assessment

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

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

Summative assessments

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

LANGUAGES

Japanese

General senior subject

General

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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way, through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**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	**私達の社会、文化とアイデンティティー — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **— My present; my future** • The present • Future choices

Please note: This subject is a composite (Year 11 and 12 combined) subject.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

MATHEMATICS

Essential Mathematics

Applied senior subject

Applied

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

General Mathematics

General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**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	**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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Disclaimer

Mathematical Methods may be delivered via School of Distance Education (SDE) if there are insufficient numbers. Advice will be given prior to the start of the school year.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**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	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

SCIENCES

Aquatic Practices

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Biology

General senior subject

General

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

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

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

General

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Please note: This subject is a composite (Year 11 and 12 combined) subject.

Assessment

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

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

Summative assessments

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

Marine Science

General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Please note: This subject is a composite (Year 11 and 12 combined) subject.

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

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• Student experiment</td><td>20%</td></tr>
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• Examination — combination response</td></tr>
</table>

Physics

General senior subject

General

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

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

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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

TECHNOLOGIES

Hospitality Practices

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit 1	Bar and Barista basics
Unit 2	Casual dining
Unit 3	Guest services
Unit 4	Culinary Trends

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

THE ARTS

Music in Practice

Applied senior subject

Applied

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** 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

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**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

Drama

General senior subject

General

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

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How can we use drama to celebrate, document, empower and share understandings of the human experience? How can we recreate people's stories in linear and non-linear dramatic forms? How can people's stories be shared through making and responding to drama as ensemble and audience?	**Reflect** How can we use representational dramatic traditions to inform, empathise and chronicle/document lived experiences? How can we manage dramatic languages to reflect the human condition? How can we reflect contemporary and inherited styles of Realism through making and responding?	**Challenge** How can drama help to educate, challenge and empower us to question society at this time and advocate change? How can we shape dramatic languages to communicate and challenge an understanding of humanity at this time? How can we make and respond to dramatic works to explore challenges and demands of the human experience?	**Transform** How can drama be used to reframe purpose, context and meaning through contemporising texts? How can you manipulate and shape dramatic languages to communicate to 21st century audiences? How can drama reshape and transform meaning of inherited texts through skills of drama, including devising, directing and acting?

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music

General senior subject

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Visual Art

General senior subject

General

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

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

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Please note: This subject is a composite (Year 11 and 12 combined) **and** alternative sequence subject.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Vocational Education & Training (VET)

RTO NUMBER: 30416

BSB20120 Certificate II in Workplace Skills

Vocational Education and Training

Bracken Ridge State High School RTO Number: 30416

NATIONALLY RECOGNISED TRAINING

VET

Overview

This qualification reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Students will perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles which may include:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior/ Receptionist

Course outline

The course will help students to develop their skills in customer service, workplace health and safety as well as learning how to create documents, presentations and publications.

After achieving this qualification, students may opt to undertake and pay for a Certificate III in Business through an external RTO, or engage in a Business Traineeship through their current employer or through a new employment opportunity.

Completion of 5 core and 5 electives will earn 4 QCE credits. The units of competency are:

Core Units

Unit code	Unit title
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS201	Contribute to health and safety of self and others

Elective Units

Unit code	Unit title
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
FSKDIG001	Use digital technology for short and basic workplace task
BSBOPS202	Engage with customers
BSBOPS203	Deliver a service to customers

Entry Requirements

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)

Packaging Rules

Total number of units = 10

- ☐ 5 core units plus
- ☐ 5 elective units, of which:

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome. Refer to www.training.gov.au for specific information about the qualification.

Assessment

A variety of assessment techniques will be used including: case studies, activities, teacher observation, practical tasks and procedural applications. Practical tasks will be in the context of a business environment in a simulated workplace environment with access to resources typically found in a business context.

Assessment techniques may include one or more of the following:

• observation
• folios of work
• questioning
• projects
• written and practical tasks.

Fees

There are no additional costs involved in this course.

Laptop resource scheme

Students will require a device and access to the internet to complete this qualification.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at Bracken Ridge State High School.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification.

We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

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

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Vocational Education and Training

Bracken Ridge State High School RTO Number: 30416

VET

Overview

This qualification is designed for students who require further skills development in reading, writing, numeracy and oral communication to prepare for workforce entry or vocational training pathways.

Course outline

The course is suitable for students who require:

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

Core Unit

Unit code	Unit title
FSKLRG011	Use routine strategies for work-related learning

Elective Units

Unit code	Unit title
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKRDG010	Read and respond to routine workplace information
FSKWTG008	Complete routine workplace formatted texts
FSKWTG009	Write routine workplace texts
FSKDIG002	Use digital technology for routine and simple workplace tasks
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS002	Contribute to workplace health and safety
ICPSUP2810	Use computer systems in the printing and graphic arts sectors

Entry Requirements

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency
- 1 core unit, plus
- 13 elective units

Refer to www.training.gov.au for specific information about the qualification.

Assessment

A variety of assessment techniques will be used including; case studies, activities, group or individual projects, teacher observation, practical tasks and procedural applications. Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Fees

There are no additional costs involved in this course.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at Bracken Ridge State High School.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

ICT20120 Certificate II in Applied Digital Technologies

Vocational Education and Training

Bracken Ridge State High School RTO Number: 30416

NATIONALLY RECOGNISED TRAINING

VET

Overview

Computer skills are essential in today's society. Most types of employment as well as many types of leisure activities require the use of computers. Applied Digital Technologies is a Certificate II course that aims to develop the necessary digital and technology skills in preparation for work.

Software currently used as part of the course include but is not limited to:

- Microsoft Office Suite:
- Word: word processing
- Access: databases
- Excel: spreadsheets
- Corel Video Suite Pro X4: digital video
- Audacity: digital audio
- Adobe Photoshop: digital photography and graphic design

Students who enrol in this course and complete all competencies will receive a Certificate II in Applied Digital Technologies. After achieving this qualification students may opt to undertake a Certificate III in Information Technology through another RTO provider or a school-based traineeship.

Course outline

Over the duration of the course students will be given the opportunity to develop their skills in a variety of software packages. In addition, students will investigate multimedia resources, working in an IT environment, operating systems and hardware.

Core Units

BSBWHS211	Contribute to the health and safety of self and others
BSBSUS211	Participate in sustainable work practices
ICTICT213	Use computer operating systems and hardware
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages

Elective Units

ICTICT207	Integrate commercial computing packages
BSBTEC303	Create electronic presentations
BSBTEC302	Design and produce spreadsheets
ICTWEB305	Produce digital images for the web
ICTSAS214	Protect devices from spam and destructive software
ICTWEB304	Build simple web pages

Prerequisites

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)

Packaging Rules

- Total number of units = 12
- 6 core units plus
- 6 elective units

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid industry-supported vocational outcome. Refer to www.training.gov.au for specific information about the qualification.

Assessment

A variety of assessment techniques will be used including: case studies, activities, group or individual projects, teacher observation, practical tasks and procedural applications.
Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.
Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Other information

A computer at home is not required to undertake this subject.

Fees

There are no additional costs involved in this course.

Laptop resource scheme

Students will require a device and access to the internet to complete this qualification.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at Bracken Ridge State High School.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.

SIT20122 Certificate II in Tourism

Vocational Education and Training

Bracken Ridge State High School RTO Number: 30416

NATIONALLY RECOGNISED TRAINING

VET

Overview

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business. Students will engage in 2 x excursions per year (1 x per semester) that will be payable upon invoice.

Course outline

Unless otherwise specified the simulated work context is a small travel agency, and students will engage in routine and repetitive work tasks that a junior travel consultant would undertake while under direct supervision. Learning experiences that simulated work tasks include:

- Provide travel advice; research and share general information
- Provide premium customer service to our clients
- Answer incoming phone and email enquiries in a professional manner
- Booking domestic and international air, accommodation and car hire arrangements
- Print relevant documents; maintain written reports and carry out other administrative duties

Core units	
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers
Group A Client and Customer Service, and Sales	
SIRXSLS001	Sell to the retail customer
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
Group C General Electives	
SITXCOM006	Source and present information
Other	
HLTAID011	Provide first aid
SIRXHWB001	Maintain personal health and wellbeing

Prerequisites

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)

Packaging Rules

11 Units must be completed:

- 5 Core Units
- 6 Elective Units

Refer to www.training.gov.au for specific information about the qualification.

Assessment

A variety of assessment techniques will be used including: case studies, activities, group or individual projects, teacher observation, practical tasks and procedural applications.
Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Other information

A computer at home is not required to undertake this subject.

Fees

There are no additional costs involved in this course.

Laptop resource scheme

Students will require a device and access to the internet to complete this qualification.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at Bracken Ridge State High School.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.

CPC20220 Certificate II in Construction Pathways

Vocational Education and Training
Blue Dog Training RTO No: 31193

VET

QCE Credits: 4 Core Credits

Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. **Students will require a device and access to the internet to complete this qualification.**

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

Core

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

Elective

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

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at:
https://training.gov.au/Training/Details/CPC20220

MEM20422 Certificate II in Engineering Pathways

Vocational Education and Training

Blue Dog Training RTO No: 31193

VET

QCE Credits: 4 Core Credits

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. **Students will require a device and access to the internet to complete this qualification.**

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

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

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

ICT30120 Certificate III in Information Technology

Vocational Education and Training
IVET Institute Pty Ltd RTO No: 40548

VET

Qualification description

The Certificate III in Information Technology program develops a broad set of fundamental skills as such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

Refer to training.gov.au for specific information about the qualification.

Course Units

Students must successfully complete all 12 units of competency (6 core units plus 6 elective* units) to attain this qualification.

Unit code	Title
BSBXTW301	Work in a team
BSBCRT301	Develop and extend critical and creative thinking skills
ICTSAS305	Provide ICT advice to clients
BSBXCS303	Securely manage personally identifiable information and workplace information
ICTPRG302	Apply introductory programming techniques
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTICT213	Use computer operating systems and hardware*
ICTICT214	Operate application software packages*
ICTSAS311	Maintain computer hardware*
ICTSAS308	Run standard diagnostic tests*
ICTWEB306	Develop web presence using social media*
BSBXCS301	Protect own personal online profile from cyber security threats*

Entry requirements

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

Duration and location

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

Delivery modes

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

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

Fees
The total Fee for Service cost is $605. $345 for first year and $260 for 2nd year.

QCE Credits
Maximum of 8 credits.
May contribute towards ATAR.

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

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

Pathways
Potential options may include:

- entry level employment within the IT and Support Service industries
- Certificate IV Information Technology; Certificate IV in Cyber Security
- Diploma qualifications (Information Technology)
- Bachelor Degrees (Information Technology)

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

CHC30221 Certificate III in School Based Education Support

Vocational Education and Training

Adapt Education RTO No: 32452

VET

Description

This qualification is perfect for those looking to work as a teacher aide across various school settings.

This course covers core skills such as:

- assisting in the implementation of planned learning experiences
- supporting the numeracy, literacy and communication skills of students,
- supporting students at risk,
- and working with diverse communities.

Successful completion of this course will qualify you to work as a teacher aide or education support worker, as well as giving you the option to undertake further studies in education.

Outcomes

Completion of the course will:
• Contribute up to 8 Credit Points towards a QCE
• Ensure a minimum ATAR rank of 68
• Create meaningful pathways into employment and higher-level qualifications such as Bachelor Degrees in Early Education and Primary or Secondary teaching.

Note: ATAR & QCE information is generic only. Student individual circumstances (such as previous qualifications) can impact eligibility for QCE points. Refer to university policies regarding acceptance of VET qualifications and rankings as they can differ.

Delivery Options

RTO DELIVERY: Students undertake the course self-paced online. At BRSHS this is built into the student's timetable. With a dedicated line on their timetable or selected incursion days to complete the course. Adapt Education provide unlimited online, phone and email support to students. The school may opt to nominate a support teacher for additional face-to-face support .

Online Student Portal

All course resources and assessments are provided in an easy to navigate e-learning course.
The online course is interactive, meaning less readings and more visually engaging resources.
Resources can be printed or downloaded for offline study if needed. Assessment consists of two key areas:

- Theory: quizzes, written questions, case studies, projects, and role plays.
- Practical: observations conducted as part of your practical placement.

How to Enrol

1. Read the Student Handbook and this Course Outline before you enrol
2. Go to adapteducation.com.au/enrol/ to submit your enrolment online

Course Fees

$590/student payable up front and direct to the RTO

COURSE STRUCTURE

Core

CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom environment
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
CHCEDS048	Work with students in need of additional learning support
CHCPRT001	Identify and respond to children and young people at risk
HLTWHS001	Participate in workplace health and safety

Electives (Choose 2 from the following)

CHCEDS049	Supervise students outside the classroom
CHCEDS056	Provide support to students with autism spectrum disorder
*HLTAID012	Provide first aid in an education and care setting

*You have the option of selecting HLTAID012 Provide first aid in an education and care setting as an elective unit within this course. You may complete this through Adapt Education or another provider. The cost of the first aid unit is not included in Adapt Education's course fee.

Practical

Students not currently working in the education support industry will be required to complete 120 hours practical placement as part of their study. You may choose to do your placement as a full-time block or part-time. The placement can be completed at any stage during your course. Adapt Education can arrange your placement for you, or you can arrange your own. Additional hours (up to 100hrs) placement may be required for school-based students, students on a traineeship, Early School leavers or those that have been assessed as having limited work/life experience. This will enable more time to develop skills in a work setting.

Brisbane North West Trade Training Centre

Vocational Education and Training

BNW Trade Training Centre RTO: 31399

VET

Description

Brisbane North West Trade Training Centre is proud to extend to you our VET course opportunities for Semester 1, 2026. Changes may be necessary as further information about the delayed implementation of *Career Ready* is made available. Courses are offered with the understanding that the current VETiS funding will continue into 2026, and with reference to the announcement of Skills Assured Suppliers later this term.

Our goal is to equip students with the skills, knowledge and confidence necessary to thrive in the rapidly evolving job market, with a specific focus on in-demand trades and industries. Our courses offer students a range of opportunities to achieve success as they work towards life after high school. The Diploma Business provides an alternative pathway to university, and prepares leaners to lead others in professional settings. Students in our Electrotechnology and Engineering preparation courses have the opportunity to explore connections the BNWTTC has made with the energy generation, transmission and distribution industry. Students undertaking Plumbing will experience the industry through 80 hours of work placement. All our VET courses enable students to explore industries that spark their interest, and develop interpersonal skills by learning and working with students from public and private schools throughout Brisbane's North West. Further, students gain QCE Credits (including core credits) at the completion of their qualifications.

Why VET Courses?

With industry actively seeking employees across major trades and Health, there is a growing demand for "career start" qualifications that provide young adults with valuable experience in their chosen industry. Careers in major trades and Health not only offer competitive salaries, but also respond to current employment demands and improved job security. Our courses support students transitioning from high school to industry and further education, preparing them for their future careers. Students completing VET courses can approach the job market with nationally recognised qualifications that provide them attractive skills and abilities that appeal to employers.

VET in Schools (VETiS) program

VETiS is funded by the Department of Trade, Employment, and Training (DTET – previously DESBT), and covers training fees for VET courses that are aligned to jobs and skills in demand, supporting students on a path to employment and further VET opportunities.
Training is delivered by quality-assured funded training providers known as Skills Assure Suppliers (SAS).

Co-enrolment at Mitchelton State High School

Students enrolling in our courses must co-enrol 0.2 (equivalent of 1 day/week) at Mitchelton State High School, as the lead school for the BNW Trade Training Centre. This ensures activities in the Centre comply with student protection, curriculum activity risk management and other legislated requirements, including One School.

Brisbane North West

Trade Training Centre

2026 Course List

Brisbane North West Trade Training Centre has a number of courses available to high school students to study on-campus at Mitchelton, during their schooling year in 2026. The following information is a brief outline of available courses and coinciding training information.

Course commencement is subject to enrolment numbers.
Please note that proposed training days below are subject to change.

AUTOMOTIVE ✓ VETiS

AUR20720 Certificate II in Automotive Vocational Preparation

RTO	TBA
Delivery	1 day per week | 4 terms
Suitability	Years 10, 11
Training Days	MONDAY, TUESDAY, THURSDAY *Subject to enrolments*
Training Hours	8.30am – 2.30pm
QCE credits	Up to 4 QCE credits available upon completion

PATHWAYS

This qualification prepares students for entry level roles or Apprenticeships in the Automotive industry, performing tasks relating to identifying and inspecting mechanical and electrical components/ systems of light vehicles, heavy vehicles, outdoor power equipment, marine craft and motorcycles and the minor maintenance and repair of vehicle bodies.

ELECTROTECHNOLOGY ✓ VETiS

UEE22020 Certificate II in Electrotechnology (Career Start)

RTO	TBA
Delivery	1 day per week | 4 terms
Suitability	Years 10, 11
Training Days	FRIDAY *Subject to enrolments & trainer availability*
Training Hours	8.30am – 2.30pm
QCE credits	Up to 4 QCE credits available upon completion

PATHWAYS

Certificate II in Electrotechnology can establish a basis for further education and employment, including apprenticeships and traineeships, in the fields of electrical and electronics, engineering, renewable energy, refrigeration and air-conditioning and computer aided design operators.

ENGINEERING ✓ VETiS

MEM20422 Certificate II in Engineering Pathways

RTO	TBA
Delivery	1 day per week | 4 terms
Suitability	Years 10, 11
Training Day	THURSDAY *Subject to enrolments*
Training Hours	8.30am – 2.30pm
QCE credits	Up to 4 QCE credits available upon completion

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

PLUMBING ✓ VETiS

11054NAT Certificate II in Plumbing Services &
CPC20220 Certificate II in Construction Pathways

RTO	Australian Trade Training College
Delivery	1 day per week | 5 terms
Suitability	Years 10, 11
Training Days	FRIDAY *Subject to enrolments & trainer availability*
Training Hours	8.30am – 3.00pm + 80hrs of Vocational Placement
QCE credits	Up to 4 QCE credits available upon completion

PATHWAYS

Certificate II in Plumbing Services can establish a basis for further education and employment as an apprentice Plumber, Gas Fitter, Roof Plumber, or Plumber (Mechanical Services). In addition to completing qualification and unit requirements, students must complete a minimum of 80 Hours of Work Placement within the Plumbing Industry.

NOTE: Vocational Placement will require extensive time commitment.

AVIATION

AVI30419 Certificate III in Aviation (Remote Pilot)

RTO	TBA
Delivery	1 day per week | 4 terms
Suitability	Years 10, 11, 12
Training Day	TUESDAY *Subject to change, enrolments and trainer availability*
Training Hours	8.30am – 12.30pm
QCE credits	Up to 6 QCE credits available upon completion

PATHWAYS

Students learn how to safely and compliantly fly remote piloted aircraft systems (drones) to Civil Aviation Safety Authority (CASA) Standards, with the opportunity to acquire their CASA Remote Pilot Licence (optional) upon completion*. Students will be qualified and licenced to enter the exciting world of RPAS operation, in sectors such as public safety and emergency services, aerial surveying, resource sectors, real estate, and photography.

* 7kg licence included, up to 25kg additional cost TBA

BUSINESS — FEE FOR SERVICE BSB50120 Diploma of Business	
RTO	TBA
Delivery	1 day per week | 6 terms
Suitability	Year 11 entry
Training Day	MON, TUES, THURS *Subject to enrolments and trainer availability*
Training Hours	8.30am – 2.30pm
VETiS Funding	× NO | **Course cost:** $2800 *payment plans available*
QCE credits	Up to 8 QCE credits available upon completion

PATHWAYS

This comprehensive course is designed for future business leaders and entrepreneurs. Students will discover how to develop and implement successful business and marketing plans; lead teams; manage meetings and projects; identify and pursue business opportunities and work effectively alongside others.

CONSERVASTION & ECOSYSTEMS — ✓ VETiS AHC21024 Certificate II in Conservation & Ecosystem Management	
RTO	TBA
Delivery	1 day per week | 2 terms
Suitability	Years 10, 11 & 12
Training Day	TBA
Training Hours	8.30am – 2.30pm
QCE credits	Up to 4 QCE credits available upon completion

PATHWAYS

The qualification enables individuals to select and develop basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.

HEALTH — ✓ VETiS HLT23221 Certificate II in Health Support Services	
RTO	TBA
Delivery	1 day per week | TBA
Suitability	Years 10, 11 & 12
Training Days	THURSDAY, FRIDAY *Subject to change*
Training Hours	8.30am – 2.30pm
QCE credits	Up to 4 QCE credits upon completion

PATHWAYS

Certificate II in Health Support Services provides the foundational knowledge for students to use as a basis for further study, education and employment in the fields of nursing, medical administration, ward/hospital orderly, pathology courier, support services worker, assistant in nursing (AIN), patient service attendant, and operating theatre technician.

HLT33115 Certificate III in Health Services Assistance — FEE FOR SERVICE	
RTO	TBA
Delivery	1 day per week | TBA
Suitability	Years 10, 11 & 12
Training Days	TUESDAY, WEDNESDAY *Subject to change*
Training Hours	8.30am – 2.30pm
VETiS Funding	× NO | **Course cost:** $475 for continuing students *subject to change*
QCE credits	Up to 2 additional QCE credits upon completion

PATHWAYS

Certificate III in Health Services Assistance provides you with the skills required to work at an entry level position within a variety of health services assistance roles in the fields listed above in Cert II. During this qualification, you will increase your skills in the area of infection prevention, healthy body systems, working with the elderly and transporting clients, as well as First Aid and WHS.

SUPPLY CHAIN *(Dual Qualification; also known as "Logistics")* — ✓ VETiS TLI20421 Certificate II in Supply Chain Operations	
RTO	TBA
Delivery	1 day per week | 2 terms
Suitability	Years 10, 11 & 12
Training Day	FRIDAY *Subject to change*
Training Hours	8.30am – 2.30pm
QCE credits	Up to 6 QCE credits available upon completion

PATHWAYS

Employment as a forklift operator, logistics officer or clerk, or warehouse store person. The Strategix Academy delivers topics relevant to current warehousing trends, including stock control, supply chain operations and food processing skills. Skilled staff continue to be in demand as this industry expands and grows.

** All trade courses offered at BNWTTC are VETiS funded for eligible students – students who have used their VETiS funding will be required to pay a fee up to prescribed fee listed on the Qld Priority Skills List as determined by the RTO; additional fee may be required for dual qualifications (TBA).*

** Diploma Business and Cert III Health are provided as Fee for Service.*

TAFE AT SCHOOL

TAFE at School

Get more out of high school

There's no need to wait until after school to pursue your passion. Choose from a variety of certificate I to certificate III courses from a range of study areas ranging from hospitality to horticulture, early childhood education to engineering, and everything in between. Speak with your VET coordinator today to get started.

TAFE
Vocation Educational Training

VET

Benefits of TAFE at School

Fits around your high school studies

The great thing about TAFE at School courses is they count towards your Queensland Certificate of Education (QCE). Plus, courses at a certificate III level (or above) will also contribute towards your Australian Tertiary Admission Rank (ATAR). In fact, in some instances completing a TAFE at School course could even help you improve your ATAR.

TAFE at School allows you to join the workforce sooner by giving you a nationally-recognised qualification while you're still at school. You'll build practical skills and graduate job ready, giving you a head start in the job market.

Unlock doors to TAFE or Uni

Completing a TAFE at School qualification is a great option if you're considering continuing your studies at TAFE or university. Completing a TAFE at School course will give you direct entry into any related TAFE Queensland course. And for those wanting a pathway to university, a TAFE Queensland diploma will give you guaranteed entry into a related degree at TAFE Queensland or one of our university partners.

Be 'work ready' sooner

TAFE qualifications are industry recognised and what industry wants! Qualifications have been built in conjunction with industry to deliver the skills they are seeking in the workplace. All TAFE qualifications offer practical application of skills to build the confidence of our students.

Eligibility

- TAFE at School is available to students beginning Year 11 in 2026 or Year 12 2027.
- All students who would like to participate in TAFE at School must have both parental and school consent and be on a **Pathways to Work or Pathways Plus** pathway.
- Students in Year 11 and 12, who are an Australian or New Zealand Citizen or permanent resident, or a temporary resident with the necessary visa, may be eligible to utilise Career Ready Funding
- Students may be accessing their VETiS funding which may prevent them from accessing future funding, as you can use VETiS funding to **complete** one course only.
- Some courses also have fees and resource costs to participate.
- For funding eligibility go to www.training.qld.gov.au/providers/funded/VETiS.

FFS*	Fee for service (not government subsidised) – students / parents / caregivers will need to pay directly to TAFE. These fees will apply if students have used their VETiS funding entitlement.
Career Ready Program	The Career Ready program will be further developed in consultation with stakeholders and implemented in a staged approach from 2026. More information and program guidelines will be available following this work.
VSL	VET Student Loan (VSL) is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they reach the minimum income threshold for repayment.

Studying at TAFE

Why study at TAFE Queensland?

TAFE Queensland is the largest, most experienced training provider in the state, with a history of serving Queensland's communities for more than 140 years. We offer more than 400 practical, industry-relevant courses from entry-level certificates to bachelor degrees. Our training is delivered to over 126,000 students each year across more than 60 locations in Queensland.

In 2022-23 we trained

126,000 students

Over 550
university pathways are available

Over 60
locations

Purpose-built facilities
Simulating real-world work environments

Over 85%
of our graduates go on to work or further study*

We have an
89.5% student satisfaction rating
(and we're working very hard on the other 10.5%)

We have a
92.1% employer satisfaction rating

Every $1 spent
by TAFE Queensland supports
$2.55 of added-value
in the Queensland economy

*TAFE Queensland Annual Report 2022-23

Location	Parking	Bus	Train	CityCat
Acacia Ridge	✔	✔	✔	
Alexandra Hills	✔	✔		
Bracken Ridge	✔	✔	✔	
Brisbane Airport	✔	✔		
Caboolture	✔	✔	✔	
Eagle Farm	✔	✔	✔	
Grovely	✔	✔	✔	
Ipswich	✔	✔	✔	
Loganlea	✔	✔	✔	
Mt Gravatt	✔	✔		
Redcliffe	✔	✔	✔	
South Bank	✔	✔	✔	✔
Springfield	✔	✔	✔	
WesTEC	✔	✔	✔	

Busting VET myths

The 2017 Perceptions are Not Reality report from Skills Australia debunked some of the most common misconceptions about vocational education and training in Australia.

MYTH: Almost 30 per cent of Australians believe that university graduates find work more easily than VET graduates.

FACT: VET graduates have a higher employment rate than university graduates. The average employment rate of a VET graduate is 78 per cent (it's 69 per cent for university graduates).

MYTH: One in five Australians believe that VET graduates earn less than university graduates.

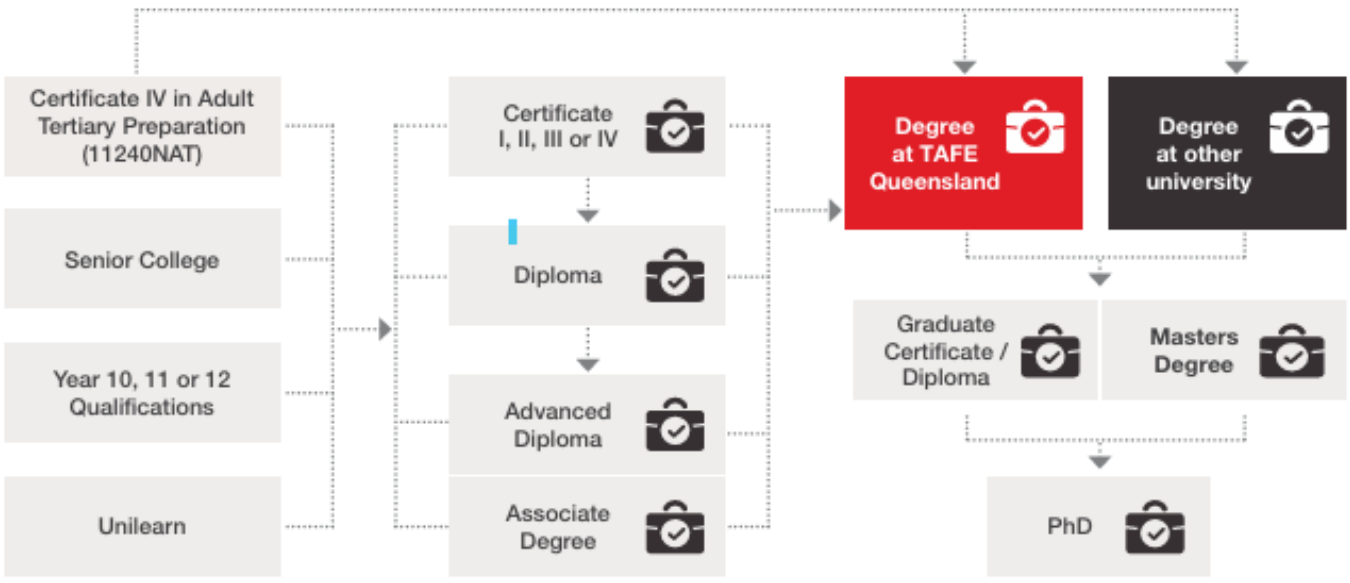
FACT: The average VET graduate actually earns similar wages to, if not more than, an average university graduate.

MYTH: Three in five Australians believe we need a university education more than VET to thrive in a globally competitive world. Almost half of those people think VET is no longer as relevant as a university education.

FACT: VET aims to provide the skills we need to keep up with our quickly changing employment and industry trends. Additionally, VET provides courses for nine out of 10 occupations predicted to have the greatest growth of new jobs over the next five years.

Pathways to your future

TAFE Queensland has a range of pathway options that can get you started on your university degree sooner. If you didn't finish Year 12, complete the required prerequisites, or get the ATAR you needed, TAFE Queensland can help you get into your preferred university degree.



VET Student Loan (VSL) Eligibility

Students studying VSL-eligible qualifications may be able to cover enrolment tuition fees under a VET Student Loan if they meet the necessary citizenship, academic suitability and Tax File Number (TFN) eligibility requirements. For further details, go to www.tafeqld.edu.au/courses/apply-and-enrol/what-it-costs/vet-student-loans .

2026 Courses – Applications OPEN 21 July 2025

Apply at www.tafeapply.com – using the relevant application code below.
(TQB2501 | TQB2501 | TQST2501 | TQSW2501) or see Diane Heinze in A Block HOD Hub to apply. Please have your Student USI and LUI numbers ready to complete your application.

USI numbers can be obtained at www.usi.gov.au. LUI numbers are provided by schools.

BRACKEN RIDGE

157 Norris Road, Bracken Ridge Qld 4107

Bracken Ridge

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
11054NAT	Certificate II in Plumbing Services	CR	*$6,498	11,12	Up to 4	N/A	TQST2601
AUR20720	Certificate II in Automotive Vocational Preparation (Light Vehicle)	CR	*$3,900	11,12	Up to 4	N/A	TQST2601
AUR20720	Certificate II in Automotive Vocational Preparation (Heavy Vehicle)	CR	*$3,900	11,12	Up to 4	N/A	TQST2601
CPC10120	Certificate I in Construction	CR	*$3,905	11,12	Up to 3	N/A	TQST2601
CPC10120	Certificate I in Construction (Finishing Trades)	CR	*$3,905	11,12	Up to 3	N/A	TQST2601
MEM20422	Certificate II in Engineering Pathways	CR	*$5,196	11,12	Up to 4	N/A	TQST2601
MSF20522	Certificate II in Furniture Making Pathways	CR	*$3,900	11,12	Up to 4	N/A	TQST2601
UEE22020	Certificate II in Electrotechnology (Career Start)	CR	*$5,200	11,12	Up to 4	N/A	TQST2601

EAGLE FARM

776 Kingsford Smith Drive, Eagle Farm Qld 4009

Eagle Farm

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10935NAT	Certificate II in Autonomous Technologies (Smart Technologies)	CR	*$6,496	11,12	Up to 4	N/A	TQST2601
11054NAT	Certificate II in Plumbing Services	CR	*$6,498	11,12	Up to 4	N/A	TQST2601
MEM20422	Certificate II in Engineering Pathways	CR	*$5,196	11,12	Up to 4	N/A	TQST2601
UEE22020	Certificate II in Electrotechnology (Career Start)	CR	*$5,200	11,12	Up to 4	N/A	TQST2601

REDCLIFFE

64-68 Klingner Road, Redcliffe Qld 4020

Redcliffe

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10971NAT	Certificate IV in Justice Studies	FFS	$4,370	11,12	Up to 8	YES	TQB2601
ACM20121	Certificate II in Animal Care	CR	*$3,708	11,12	Up to 4	N/A	TQB2601
HLT23221	Certificate II in Health Support Services	CR	*$3,708	11,12	Up to 4	N/A	TQB2601
SIT20122	Certificate II in Tourism	CR	*$2,068	10,11,12	Up to 4	N/A	TQB2601

CABOOLTURE
Tallon Street, Caboolture Qld 4510

Caboolture

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
FBP20221	Certificate II in Baking	CR	*$4,642	10,11,12	Up to 4	N/A	TQB2601
CPC10120	Certificate I in Construction	CR	*$3,905	11,12	Up to 3	N/A	TQST2601
SHB20216	Certificate II in Salon Assistant	CR	*$2,722	10,11,12	Up to 4	N/A	TQB2601
SHB20216	Certificate II in Salon Assistant (Barbering)	CR	*$2,722	10,11,12	Up to 4	N/A	TQB2601
HLT33115	Certificate III in Health Services Assistance	FFS	$1,057	11,12	Up to 4	YES	TQB2601
UEE22020	Certificate II in Electrotechnology (Career Start)	CR	*$5,200	11,12	Up to 4	N/A	TQST2601

GROVELY
Fitzsimmons Street, Keperra Qld 4054

Grovely

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
ACM20121	Certificate II in Animal Care	CR	*$3,708	11,12	Up to 4	N/A	TQB2601

EAGLE FARM
Kingsford Smith Dr, Eagle Farm QLD 4009

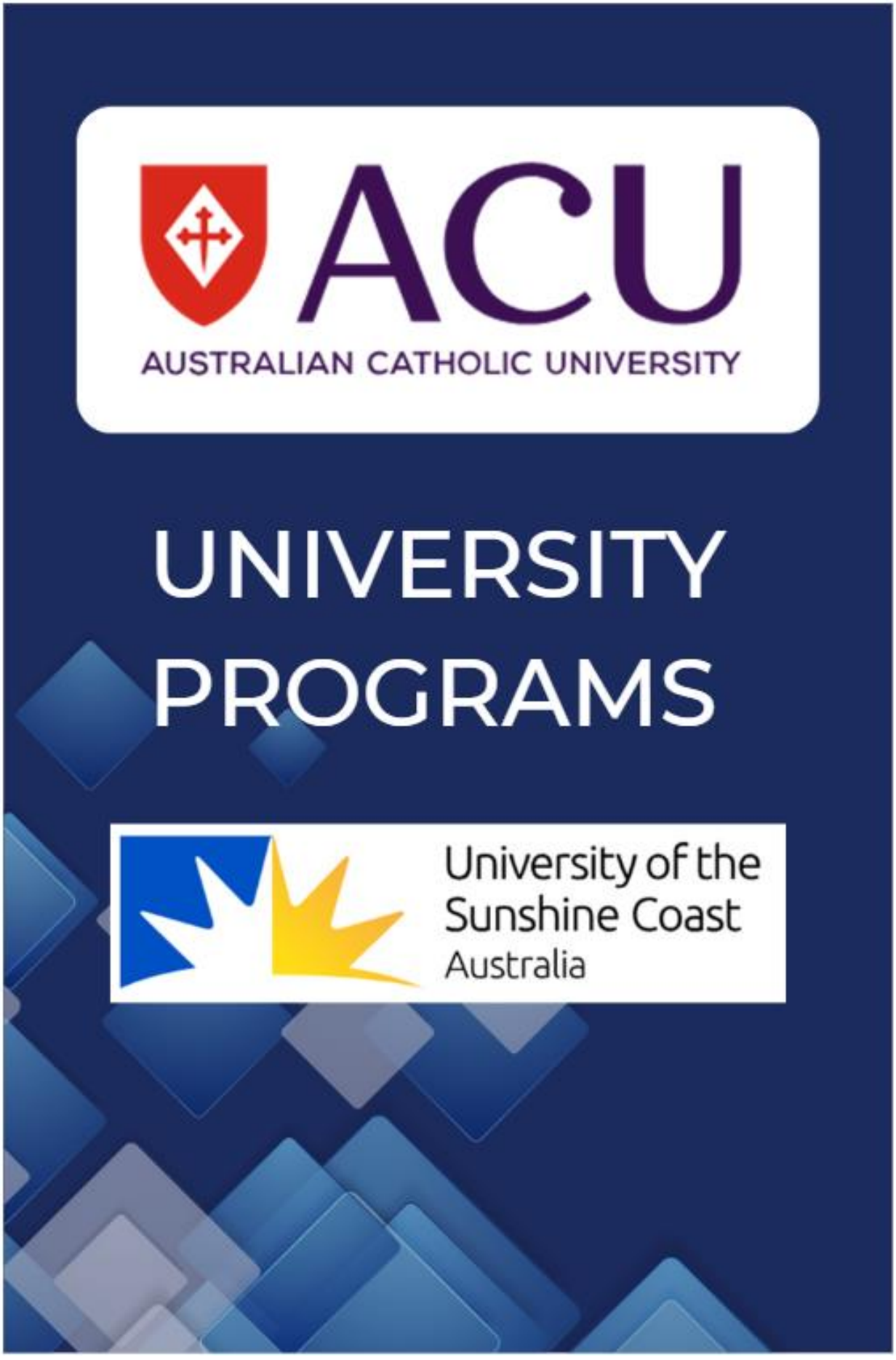
Eagle Farm

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10935NAT	Certificate II in Autonomous Technologies (Smart Technologies)	CR	*$6,496	11,12	Up to 4	N/A	TQST2601
11054NAT	Certificate II in Plumbing Services	CR	*$6,498	11,12	Up to 4	N/A	TQST2601
MEM20422	Certificate II in Engineering Pathways	CR	*$5,196	11,12	Up to 4	N/A	TQST2601
UEE22020	Certificate II in Electrotechnology (Career Start)	CR	*$5,200	11,12	Up to 4	N/A	TQST2601

SOUTH BANK
66 Ernest Street, South Brisbane Qld 4101

South Bank

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10935NAT	Certificate II in Autonomous Technologies	CR	*$6,496	10,11	Up to 4	N/A	TQB2601
10971NAT	Certificate IV in Justice Studies	FFS	$4,370	11, 12	Up to 8	YES	TQB2601
BSB30320	Certificate III in Legal Services	FFS	$4,260	10,11,12	Up to 6	YES	TQB2601
BSB40120	Certificate IV in Business	FFS	$3,264	10,11,12	Up to 8	YES	TQB2601
CHC22015	Certificate II in Community Services	CR	*$2,070	11,12	Up to 4	N/A	TQB2601
CHC22015	Certificate II in Community Services - Childcare	CR	*$2,070	10,11,12	Up to 4	N/A	TQB2601
CHC30121	Certificate III in Early Childhood Education and Care	FFS	$4,199	10,11	Up to 8	YES	TQB2601
CUA20620	Certificate II in Music - Performance	FFS	$3,104	10,11,12	Up to 4	N/A	TQB2601
CUA20620	Certificate II in Music - Sound Production	FFS	$3,104	10,11,12	Up to 4	N/A	TQB2601
CUA30220	Certificate III in Community Dance, Theatre and Events	FFS	$3,978	10,11,12	Up to 7	YES	TQB2601
CUA30720	Certificate III in Design Fundamentals	FFS	$3,756	10,11,12	Up to 8	YES	TQB2601
CUA31020	Certificate III in Screen and Media (Film and TV)	FFS	$3,124	10,11,12	Up to 8	YES	TQB2601
CUA31020	Certificate III in Screen and Media (Multimedia)	FFS	$3,124	10,11,12	Up to 8	YES	TQB2601
CUA31120	Certificate III in Visual Arts	FFS	$4,200	10,11,12	Up to 8	YES	TQB2601
CUA31120	Certificate III in Visual Arts (Focus on Photography)	FFS	$4,200	10,11,12	Up to 8	YES	TQB2601
FBP20221	Certificate II in Baking	CR	*$4,642	10,11,12	Up to 4	N/A	TQB2601
HED001	Civil Engineering Foundation Program	FHL	$7,500	11,12	N/A	N/A	TQB2601
HLT23221	Certificate II in Health Support Services	CR	*$3,708	11,12	Up to 4	N/A	TQB2601
HLT54121	Enrolled Nursing Foundation Program	VSL	$7,815	11	Up to 8	N/A	TQB2601
ICT20319	Certificate II in Telecommunications Technology (Networking)	CR	*$3,705	10,11	Up to 4	N/A	TQB2601
ICT30120	Certificate III in Information Technology	FFS	$4,068	10,11	Up to 8	YES	TQB2601
MSL20122	Certificate II in Sampling and Measurement	CR	*$2,784	10,11,12	Up to 4	N/A	TQB2601
MSL30122	Certificate III in Laboratory Skills	FFS	$2,682	11,12	Up to 2	YES	TQB2601
MST20722	Certificate II in Apparel, Fashion and Textiles	CR	*$4,632	10,11,12	Up to 4	N/A	TQB2601
MST20722/ MST31022	Certificate II in Apparel, Fashion and Textiles/ Certificate III in Apparel, Fashion and Textiles	CR/FFS	**$4,246	10,11	Up to 8	YES	TQB2601
SHB20121	Certificate II in Retail Cosmetics	CR	*$3,705	10,11,12	Up to 4	N/A	TQB2601
SHB20121/ SHB30221	Certificate II in Retail Cosmetics/Certificate III in Make-Up	CR/FFS	**$3,200	10,11	Up to 8	YES	TQB2601
SHB20216	Certificate II in Salon Assistant	CR	*$2,722	10,11,12	Up to 4	N/A	TQB2601
SHB20216	Certificate II in Salon Assistant (Barbering)	CR	*$2,722	10,11,12	Up to 4	N/A	TQB2601
SHB30121	Certificate III in Beauty Services	FFS	$4,878	10,11	Up to 8	YES	TQB2601
SIS20321	Certificate II in Sport Coaching	CR	*$2,072	10,11,12	Up to 4	N/A	TQB2601
SIS20321	Certificate II in Sport Coaching - E-sports	CR	$2,072	10,11,12	Up to 4	N/A	TQB2601
SIS20321/ SIS30321	Certificate II in Sport Coaching/Certificate III in Fitness	CR/FFS	**$2,178	10,11	Up to 4	YES	TQB2601
SIT20122	Certificate II in Tourism	CR	*$2,068	10,11,12	Up to 4	N/A	TQB2601
SIT20122	Certificate II in Tourism - Events	CR	*$2,068	10,11,12	Up to 4	N/A	TQB2601
SIT20322	Certificate II in Hospitality	CR	*$2,772	10,11,12	Up to 4	N/A	TQB2601
SIT20421	Certificate II in Cookery	CR	*$2,782	10,11,12	Up to 4	N/A	TQB2601
SIT50122	Travel and Tourism Management Foundation Program	VSL	$6,276	12	Up to 8	N/A	TQB2601
SIT50322	Event Management Foundation Program	VSL	$7,450	12	Up to 8	N/A	TQB2601


ACU
AUSTRALIAN CATHOLIC UNIVERSITY
UNIVERSITY
PROGRAMS
University of the
Sunshine Coast
Australia

When you enrol in Headstart, you become a UniSC student completing university-level courses. You will find new and exciting opportunities and challenges as you experience university study first-hand. You can expect to:

- meet and study alongside other UniSC undergraduate students
- be independent and responsible for your own attendance and assessment
- attend lectures and tutorials on campus
- have full use of the university's facilities and support services
- complete assessment tasks which may include written assignments, oral presentations, group projects or exams

University may seem like a big step, but you'll be supported by UniSC and your school. As a Headstart student, you'll also have access to UniSC's student support services, and staff are on hand if you have any questions. Your school is also there to help you balance school and university.

One of the best things about Headstart is that there is no tuition fee for the first Headstart subject you complete.*

Additional subjects have a reduced fee ($400 in 2023; refer to **usc.edu.au/fees** for 2024/2025 amount).

You should allow approximately an additional $100 per course for textbooks, photocopying and any other study-related costs.

If you're applying for another Headstart subject, you may be eligible for a scholarship to assist with your second and subsequent Headstart courses.

A number of scholarships are available for students from low-income families, or who identify with other recognised equity groups, including Aboriginal and Torres Strait Islander Peoples, or students with disability.

You can apply for a scholarship when you submit your continuing Headstart application form.

Parents and supporters

We have a dedicated online space with all the information parents need to help their child navigate to — and through — university. Make yourself at home at the UniSC Parent Lounge and sign up for the Parent Lounge eNewsletter while you're there.

usc.edu.au/parents

Each subject is taught over **13 weeks of classes**, followed by a two-week exam period (from February to June in Semester 1, and from July to November in Semester 2). You will need to be able to attend classes and complete coursework during this time.

Generally, Headstart students have **2–5 hours of class time per week**. Check your course outline online to see how often you may need to head to campus or log in to a class. Classes run between 8am and 9pm, Monday to Friday.

A university subject usually requires you to **attend a tutorial each week**. Some have an additional workshop, rehearsal or laboratory session, too. Traditional lectures are being replaced with seminars held throughout the semester, supported with interactive online learning materials.

Choosing to study Headstart online can be a great option if you need flexibility or if you live further away from our campuses. You'll complete online learning materials, which may include podcasts, interviews, simulations, screencasts, recorded discussions and quizzes. An online course can give you the ability to study at your own pace, however some courses may include scheduled classes.

Seminars usually run for 1–2 hours with teaching staff presenting themes and concepts related to your subject.

Tutorials, workshops and laboratories are similar to classes you might attend at school and **can run for 1–3 hours.**

You'll need to set aside **12.5 hours per week for personal study** (including class time). You will have online **learning materials** to guide your learning during your personal study. This might include eModules, quizzes, podcasts or videos to review. This time is when you'll complete set readings, write your assignments and revise for exams. This is in addition to your regular school study.

Just like regular students, you'll need to **check the Student Portal and your UniSC email account regularly** and log into Canvas throughout the semester.

Choose from a wide range of UniSC study areas, including:

- ✓ Business and Commerce
- ✓ Communication, Design and Creative Industries
- ✓ Education
- ✓ Environmental Studies
- ✓ Health Sciences
- ✓ Law and Criminology
- ✓ Languages and Linguistics
- ✓ Psychology and Behavioural Sciences
- ✓ Science, Technology and Engineering
- ✓ Sport and Exercise Science

Choosing a subject

When deciding what to study, you might choose a subject that builds on your favourite subject at school, or perhaps you want to expand your horizons by studying something new or that you're passionate about. It's completely up to you how to choose to structure your Headstart study.

Make sure you check the subject you want to study is available at the location you'd like to study at, in the semester you'd like to study in. If you're not sure which course to study, check out the career clusters on the Headstart webpage to see which courses may be best suited to you.

usc.edu.au/headstart