YERONGA STATE HIGH SCHOOL

Senior Subject Handbook 2026

QCAA

April 2024

General Information

All students will study six subjects unless completing additional courses external to school. EG: TAFE, University, Traineeship or Apprenticeship. All variations to the program, must be negotiated with the Principal.

To be eligible for an ATAR, a student must:

- satisfactorily complete an English Subject
- complete 5 general subjects or
- 4 general subjects plus one applied subject or VET course at AQF certificate III or higher
- accumulate their subject results within a 5 year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best 5 subjects.

The school will do everything possible to provide you with the subjects you have chosen, however, sometimes this is not possible due to staffing, facilities or resources available.

Changing subjects is usually allowed, BUT only in the first 2 weeks of each semester, AND only after a review of student performance in relation to their SET Plan, QCE and academic results with the DP or HOD of Senior Secondary, or the Guidance Officer

It is important to note that decisions made now, regarding subject selection, do not restrict a student's future aspirations. Alternate pathways are available to allow all students to achieve their educational and career goals. SET Plans (SETP) shall be revisited in Year 11 and 12 to take into account student achievement, development, motivation and career aspirations.

It is important to read the information in the introductory pages of this book.

YERONGA STATE HIGH SCHOOOL CRICOS: 00608A

RTO NUMBER: 30460

Provider: Department of Education and Training

159 Villa Street

Yeronga Qld 4104

Telephone: (07) 3249 1400

Email: office@yerongashs.eq.edu.au

Published May 2025

Correct at the time of Publication but subject to change

Principal’s Welcome - Yeronga State High School Handbook

Welcome to Yeronga State High School, where our commitment to **Quality Pathways to Success** drives everything we do. At Yeronga SHS, we are dedicated to providing students with a supportive environment that fosters **Quality**, **Harmony**, and **Sustainability**, ensuring every student has the opportunity to excel, both academically and personally.

We understand that each student is unique, with their own interests, passions, and aspirations. That’s why we offer a wide range of curriculum choices and electives designed to cater to the diverse needs and goals of our students. From the moment students begin their journey in the Junior Secondary program, we ensure they are set up for future success. Our Junior Secondary curriculum is based on the **Australian Curriculum**, offering a solid foundation that seamlessly transitions into the pathways options available in Senior School. This alignment prepares students not only for Year 11 and 12 but for life beyond school, equipping them with the skills and knowledge they need to thrive.

At Yeronga SHS, we are committed to supporting students in achieving their individual levels of success, whether their goals lie in academic excellence, vocational pursuits, or personal growth. Our dedicated staff work closely with students to help them navigate their learning journey, making sure they feel empowered, supported, and ready to take on the challenges ahead.

We take great pride in the vibrant, inclusive community that we’ve built here at Yeronga, where students are encouraged to explore their full potential in an environment that values **Quality, Harmony** and **Sustainability**. Together, we create a positive, forward-thinking school culture where every student has the opportunity to thrive and succeed.

We look forward to partnering with you in your educational journey and are excited to see all that you will accomplish during your time at Yeronga State High School.

Ben Orford

Principal

Information for EAL/D learners choosing senior subjects

At Yeronga State High School, we believe in Quality Pathways to Success, and know that success looks different for every student. Multilingual students have distinct skills and face particular challenges when studying in a language they are simultaneously learning.

It is important for English language learners to consider their level of language proficiency when selecting a Senior academic pathway. Research shows that academic language proficiency takes approximately 5-7 years, and can be longer for those who are beginning to learn English in high school.

Senior secondary school subjects require knowledge and understanding of subject- and topic-specific language, as well as distinct grammar and genres for each subject. English language learners may need to follow a different academic pathway to the one they would choose if they were studying in their home language. It is also important to note that there are many post-school pathways which can lead you to achieve your goals. These factors should be taken into consideration when choosing an academic pathway for Senior success.

What are the QLD Bandscales for EAL/D Learners?

The *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners* are the measure of English language progress used in QLD State Schools. The Bandscales are descriptions of typical second language acquisition and development for school purposes.

The Bandscales start at Level 1, New to Standard Australian English (SAE), and range through to Level 6, Becoming competent in SAE. Bandscales are described for the four macroskills: listening, speaking, reading and writing. For academic purposes, often the Writing Bandscale is used as a key measure of proficiency as this is how most assessment is submitted. **Please note that writing Bandscales are measured with a “raw sample” of work, i.e. pen on paper with no assistance or prior drafting.

- Students who are starting Senior subjects with Bandscale Levels 3 or below will need intensive EAL/D-informed language support to pass Applied subjects. It is not recommended to enrol in General subjects at this stage of language learning.
- Students with Bandscale Levels 4 who are currently passing all Year 10 subjects will need intensive EAL/D-informed language support, an excellent work ethic and the determination to improve language skills to pass General subjects.
- Students with Bandscale Levels 5-6 who are currently passing all Year 10 subjects may be successful in General subjects, with EAL/D support and continued focus on language development.

References

Hakuta, Butler & Witt, 2000

Creagh, et al, 2019

QLD Bandscales

Introduction

The Senior Subject Handbook 2026 will provide you with information regarding your subject selection. This guide outlines all units of study offered at Yeronga State High School (YSHS) for students undertaking Year 11 in 2026. Please note that subjects will be offered where sufficient student numbers exists for the classes.

Please use this guide to assist you in planning your pathway for 2026 and beyond. You will then be able to discuss and confirm your choices at your SET Plan interview in August. The Queensland Government requires every student in Year 10 to complete a Senior Education and Training Plan (SETP). The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions.

How do I choose a pathway?

When choosing a pathway and selecting your subjects consider the following questions:

- What am I good at?
- What do I enjoy doing?
- What subjects am I interested in?
- Are my Year 10 grades strong enough for me to be able to cope with the work in Years 11 and 12?
- What does the Subject Success Guide (p20) in this document say about the attributes I will need to be successful?
- What further education do I need to meet my career goals?
- What are the prerequisites for the university/TAFE course I am interested in?
- Am I interested in an apprenticeship or trade?
- Are my career goals realistic?

Researching Career Ideas and Tertiary Education pathways

Students have been their Learner Agency lessons to explore career options using the following websites:

- Ponder Education: https://ponder.education/career-cluster-quiz/
- My futures: https://myfuture.edu.au
- QTAC Year 10 guide: https://www.qtac.edu.au/year-10-students/
- Apprenticeship Information: https://www.qld.gov.au/education/apprenticeships/school-based Career
- OneStop videos: https://www.youtube.com/@CareerOneStop QCE explained: https://youtu.be/1_9eLXXuX4A

Information in other languages

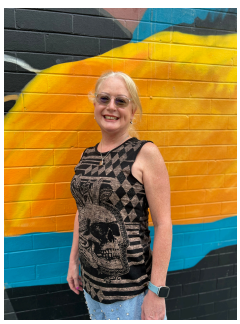
Arabic; Mandarin; Samoan; Tagalog; Vietnamese.

Yeronga Youtube Channel - Information and Subject Videos

https://www.youtube.com/@officialyerongashs/playlists

SENIOR SECONDARY TEAM 2025

			
Phuong Truong Deputy Principal Senior School Years 11 and 12	**Domini Roblin** Head of Department Senior School Years 11 and 12	**Matt Petersen** Deputy Principal Middle School Years 9 and 10	**Holly Haswell-Smith** Head of Department Middles School Years 9 and 10

		
Kim Andrew Learner Agency Mentor Year 12	**Timothy Hohenhaus** Learner Agency Mentor Year 11	**Darrin Wood** Learner Agency Mentor Year 10
		
Nic Tashke Guidance Officer Year 12	**Nikki Shaw** Guidance Officer Year 11	**Suzie Fullerton** Guidance Officer Year 10

HEADS OF DEPARTMENTS

		
Susan Gilchrist Creative Industries and Technologies	**Petrina Zagami** English & EALD	**Lauren Askin** HPE and Food and Fibre
		
Kathy Fortescue Senior Humanities and Business	**Jess Corsbie** Junior Humanities and Languages	TBA Inclusion
		
Ben Habermehl Maths	**Steve Smith** Science	**Luke Lilly** The Arts

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 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.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

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 and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

QCE eligibility

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five 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.

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses - Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

General (Extension) syllabuses

Course overview

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

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

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

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Units 3 and 4 assessments

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

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

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

General (Senior External Examination) syllabuses

Course overview

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

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

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

Students/candidates may enrol in a SEE subject:

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

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

Students

School

These are students who are:

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

Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- 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.

Adults

These are candidates who:

- will be **at least 17 years** by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

Eligibility — school students

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

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

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

Eligibility — adult candidates 17 years and older

Adult candidates wishing to register for SEEs:

- must reside in Queensland
- must be 17 years or older by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- do not have to satisfy any other eligibility requirements.

Adult candidates may register for as many SEE subjects as they wish.

Tuition

Although adult candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Adult candidates can study at an examination teaching centre, with a private tutor or independently.

Assessment

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

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

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

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

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

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

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

QCAA senior syllabuses

	English
	Applied Essential English **General** English English as an Additional Language **Short Course** Literacy

	Health and Physical Education
	Applied Early Childhood Studies Sport & Recreation **General** Physical Education **VET** Certificate II Sport Coaching and Certificate III in Fitness Certificate II Hospitality

	Humanities and Social Sciences
	Applied Social & Community Studies Tourism **General** Accounting Ancient History Geography Legal Studies Modern History Philosophy & Reason **VET** Diploma of Business Certificate III in Entrepreneurship and Business

	Languages	
	General Chinese **General (Extension)** Chinese Extension **General (Senior External Examination)** Arabic Chinese Indonesian Korean Latin Modern Greek Polish Punjabi Russian Tamil Vietnamese **VET** Certificate II in Applied Language (Chinese)	

	Mathematics
	Applied Essential Mathematics **General** General Mathematics Mathematical Methods Specialist Mathematics **Short Course** Numeracy **VET** Certificate II in Financial Services

	Sciences
	Applied Science in Practice **General** Biology Chemistry Physics Psychology

	Creative Industries and Technologies
	Applied Information & Communication Technology Industrial Technology Skills **General** Design **VET** Certificate II in Furniture Making Pathways Certificate II in Automotive Vocational Preparation Certificate II in Engineering Pathways Landscaping package

	The Arts
	Applied Dance in Practice Drama in Practice Music in Practice **General** Drama Music Visual Art **General (Extension)** Music Extension **VET** Certificate III in Visual Arts Certificate III in Screen and Media

Essential English

Subject type: Applied senior subject

QCE Credits: 4

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

Subject type: General senior subject

QCE Credits: 4

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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%

English as an Additional Language

Subject type: General senior subject

QCE Credits: 4

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic 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 SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- 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 a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture ● Understanding texts ● Language and textual analysis ● Responding to and creating texts	**Perspectives in texts** ● Understanding texts ● Language and textual analysis ● Responding to and creating texts	**Issues, ideas and attitudes** ● Understanding texts ● Language and textual analysis ● Responding to and creating 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): ● Examination — extended response	25%	Summative internal assessment 3 (IA3): ● Imaginative response	25%
Summative internal assessment 2 (IA2): ● Persuasive response	25%	Summative external assessment (EA): ● Examination — extended response	25%

Literacy

Subject type: short course

QCE Credits: 1

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Early Childhood Studies

Subject type: Applied senior subject

QCE Credits: 4

The first five years of life are critical in shaping growth, development, relationships, wellbeing and learning. These years significantly influence accomplishments in family, school and community life. Quality early childhood education and care help children grow into confident, independent and caring adults.

Early Childhood Studies focuses on children from birth to five years, with an emphasis on the importance of play in development. Play-based learning allows children to explore, imagine, investigate and engage in meaningful experiences to understand their world.

The course explores fundamentals and industry practices in early childhood learning. By investigating how children grow, interact and learn, students develop the skills to positively influence development. Units focus on play and creativity, literacy and numeracy, wellbeing, health and safety, and learning environments. Students make decisions and work both independently and collaboratively.

Students examine how fundamentals and practices interrelate, and they plan, implement and evaluate play-based learning activities tailored to children's needs. These foster understanding of the complex and significant nature of early childhood learning.

Students also learn about the childcare industry, including the roles and responsibilities of early childhood workers. Interactions with children and staff enhance skills and support readiness for future study or employment. These experiences highlight the vital role educators play in promoting child development and wellbeing.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher’s aides or assistants in a range of early childhood contexts.

Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

Early Childhood 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 1: Children's Wellbeing	Students explore the foundations of early childhood learning with a focus on children's wellbeing. They examine strategies to support wellbeing and plan, implement and evaluate play-based activities that meet the individual needs of young children.
Unit 2: Play and Creativity	Students investigate how play and creativity support early learning. They explore the role of adult interaction in child-led play and how creativity fosters imagination, exploration, and problem-solving.
Unit 3: Literacy and Numeracy	Students explore early literacy and numeracy through play-based learning. They develop and evaluate activities that support children's developmental needs and encourage communication, early reading, counting and number sense.
Unit 4: Indoor and Outdoor Environments	Students examine how different learning environments support children's development. They plan and implement age-appropriate, play-based activities in both indoor and outdoor settings to meet individual needs.

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	**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 investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	**Play-based learning activity** Implementation of activity: up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport & Recreation

Subject type: Applied senior subject

QCE Credits: 4

Sport and recreation activities are part of the fabric of Australian life and culture. They include social and competitive sport, aquatic and community recreation, fitness, and outdoor recreation. For many, these activities make up a significant part of their leisure time and contribute positively to wellbeing.

Sport and recreation are also growth industries in Australia, offering many employment opportunities, particularly through hosting Commonwealth, Olympic and Paralympic Games. Skills developed may relate to work, personal fitness, or general health and wellbeing. Students engage in experiences that build interpersonal skills and promote the value of lifelong participation in sport and recreation, supporting personal and community development.

Sport involves physical exertion, personal challenge, skill, and competition, governed by formal rules and behaviours. Recreation refers to active pastimes for relaxation, health, wellbeing, and enjoyment, recognised for their social value. Activities may include minor games, adventure challenges, sports, lifelong physical pursuits, and expressive movement.

Active participation is central to learning in Sport & Recreation. Students explore the role of these activities in their own lives, the lives of others, and the broader community. They experience the challenge and enjoyment of physical activity while developing vocational, life, and physical skills.

Each unit requires students to take part in sport and/or recreation, as they investigate, plan, perform, evaluate, and communicate strategies to specific audiences for particular purposes.

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title	Assessment
Unit 1: Emerging trends in Sport, Fitness and Recreation	Global shifts in sport, fitness and recreation mean traditional sports now compete with less organised activities like yoga, bushwalking, cycling, gym and running for Australians' physical activity. In this unit, students explore the key drivers of these trends and analyse contextual factors such as resources, barriers and enablers that influence participation	FA1: Performance: Rock Climbing - Plan, Perform, Evaluate FA2: Project: Speed Climbing - Investigate, Plan, Perform, Evaluate
Unit 2: Coaching and Officiating	Contemporary coaching and officiating approaches focus on individual development, education and training, promoting safe, fun and inclusive environments for all participants. In this unit, students plan and apply strategies to improve outcomes for themselves or a target group.	FA1: Performance: Officiating - Plan, Perform, Evaluate FA2: Project: Coaching - Investigate, Plan, Perform, Evaluate
Unit 3: Fitness for Sport and Recreation	Fitness and training require specific skills and knowledge to organise, structure and schedule sport and recreation programs. They also offer employment opportunities, such as fitness advisers and trainers in health centres, sports teams, community centres and gyms. In this unit, students plan sessions and implement strategies to improve outcomes for target groups.	FA1: Performance: Ultimate Disc - Plan, Perform, Evaluate FA2: Project: Gym - Investigate, Plan, Perform, Evaluate
Unit 4: Event Management	Event management requires diverse skills and specialist knowledge to organise, manage and promote sport and recreation events. Students will explore event management activities and implement strategies to improve participation outcomes for a targeted audience.	FA1: Performance: Badminton - Plan, Perform, Evaluate FA2: Project: Golf - Investigate, Plan, Perform, Evaluate

Assessment

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

Physical Education

Subject type: General senior subject

QCE Credits: 4

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

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

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

Pathways

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

Objectives

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

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

Structure and Assessment

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

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

Unit	Topic	Assessment
Unit 1	**Motor Learning, Functional Anatomy, Biomechanics and Physical Activity** **Topic 1: Motor Learning and Volleyball** Students explore motor learning theories and apply feedback, practice types, and rate limiters to improve volleyball performance. **Topic 2: Functional Anatomy and Biomechanics in Track and Field** Students apply anatomical and biomechanical concepts to analyse and improve movement in track and field events.	FA1: Project folio Multimodal 9-11 minutes 25% FA2: Examination Multiple choice & short response 2 hours 25%
Unit 2	**Sport Psychology, Equity and Physical Activity** **Topic 1: Sport Psychology and Netball** Students investigate psychological techniques and their impact on netball performance using primary data and personal reflection. **Topic 2: Equity – Barriers and Enablers** Students examine personal, social, cultural and environmental factors that influence participation in physical activity and develop a strategy to promote physical activity at Yeronga SHS.	FA3: Project folio Multimodal 9-11 minutes 25% FA4: Investigation Report 1500 - 2000 words 25%
Unit 3	**Tactical Awareness, Ethics and Integrity in Physical Activity** **Topic 1: Tactical Awareness and Badminton** Students apply tactical awareness and movement strategies in badminton, using learner, task and environmental constraints to improve performance. **Topic 2: Ethics and Integrity** Students explore the role of ethics and integrity in physical activity and sport, and apply ethical decision-making strategies to real-life scenarios.	IA1: Project folio Multimodal 9-11 minutes 25% A2: Investigation Report 1500-2000 words 25%
Unit 4	**Energy, Fitness, Training and Physical Activity** **Topic 1: Energy, Fitness and Training in Touch Football** Students explore energy systems and training principles, applying them to develop and implement a training strategy to improve performance in touch football.	IA3: Project – folio Multimodal 9-11 minutes 25%

Certificate II Sport Coaching (SIS20321) and Certificate III Fitness (SIS30321)

Subject type: VET

QCE Credits: 4-6 (Duplication with Sport and Recreation Studies)

RTO: FitEducation 32155

Subject Overview

FitEducation Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Pathways

The Certificate III in Fitness is designed for students interested in entering the fitness industry or pursuing an alternative pathway to university. Potential career options include roles such as Exercise Physiologist, Physical Education Teacher, or Sport Scientist.

Students who are eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For more information, please visit the Queensland Curriculum and Assessment Authority (QCAA) website: https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar.

Students may also choose to extend their learning by completing the Certificate IV in Fitness, further enhancing their qualifications and employability in the health and fitness sector.

Entry Requirements

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

Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Cost

Please note the following costs are based on 2025 and are subject to change.

Students with VETis Funding - $450.00: Certificate III Fitness, Certificate II Sport Coaching and First Aid

RTO OBLIGATIONS

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 9 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.

SIS30321 Certificate III in Fitness		
Code	Unit of Competency	Core or Elective
Equipment Maintenance		
SISXFAC007	Maintain clean facilities	Core
HLTWHS001	Participate in workplace health and safety	Core
Anatomy and Physiology		
SISFFIT047	Use anatomy and physiology knowledge to support safe exercise	Core
Health Screening and Fitness Assessment		
BSBOPS304	Deliver and monitor a service to customers	Core
SISFFIT032	Complete pre-exercise screening and service orientation	Core
SISFFIT033	Complete client fitness assessments	Core
Healthy Eating		
SISFFIT052	Provide healthy eating information	Core
Exercise Prescription		
SISFFIT040	Develop and instruct gym-based exercise programs for clients	Core
SISXCAI009	Instruct strength and conditioning techniques	Core
Training Children		
BSBPEF301	Organise personal work priorities	Core
SISFFIT037	Develop and instruct group movement programs for children	Core
Group Exercise		
SISFFIT035	Plan group exercise sessions	Core
SISFFIT036	Instruct group exercise sessions	Core
BSBOPS403	Apply business risk management processes	Core

First Aid & CPR		
HLTAID011	Provide first aid	Core

SIS20321 Certificate II Sport and Coaching		
Code	Unit of Competency	Core or Elective
Fundamental Motor Skills		
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Core
Planning and Delivering Coaching Sessions		
SISSSCO002	Work in a community coaching role	Core
SISXPLD001	Provide hire equipment for activities	Core
Workplace Health and Safety and Emergencies		
SIRXWHS001	Work safely	Core
SISXEMR003	Respond to emergency situations	Core
SISXFAC007	Maintain clean facilities	Core

Certificate II Hospitality (SIT20322)

Subject type: VET

QCE Credits: 4

RTO: Tactile Learning 30922

Subject overview

Hospitality is a diverse industry focusing on customer service. In this course you will learn entry level skills and knowledge about working in the industry and specifically for a café. With practicing your barista skills and work experience being core components, you will finish this course with increased confidence and skills. With this qualification under your belt, you will be equipped to gain initial employment in hospitality, start a traineeship or apprenticeship, or start further study in a Certificate III or Diploma in Hospitality.

Pathway

This qualification provides a pathway to employment in a range of hospitality settings, including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Students gain practical skills in front-of-house service and customer interaction, as well as hands-on experience in food preparation within a commercial kitchen environment.

Entry Requirements

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

Cost

Students with VETis Funding: No cost

Students without VETis Funding: Approx. $2610.00

Please be advised there may also be costs associated with this course throughout the two-year period including excursion costs and external trainers/ assessors for more specialized modules e.g. RSA

RTO OBLIGATIONS

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 9 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.

Code	Units of Competency	Core/Elective
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITHFAB027	Serve food and beverage	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITXFIN007	Process financial transactions	Elective
SITXFSA005	Use hygienic practices for food safety	Elective

Athletes Academy

Subject type: Additional program

Overview:

The Athletes Academy at Yeronga SHS is designed in collaboration with industry experts to support both outstanding and aspiring young athletes. Our platform empowers students from Year 7 to 12 to pursue their athletic goals while developing their academic pursuits.

The Yeronga Athletes Academy supports students in reaching their full potential in their chosen sport through individualised training programs. We have partnered with Athletix to offer tailored sessions in athletic development, including strength and conditioning, movement competency, and injury prevention. These sessions cater to different sports and age groups, ensuring an industry-standard approach to training.

Structure:

The Senior Academy Program runs in parallel with the school timetable and does not affect subject selection. Students participate in two scheduled sessions each week: one session takes place before school and involves high-performance coaching delivered by Athletix, while the second is timetabled during lesson time and focuses on the completion of Certificate II in Sport Coaching and Certificate III in Fitness.

To help manage the additional workload, students may choose to include a study line in their timetable.

Entry requirements:

- Applicants must currently play or have the ability to play at a high level in their sport (e.g., Metropolitan West, club representation)
- Maintain high standards in academics, behaviour, effort, and attendance.
- Adhere to the Yeronga Athletes Academy behaviour contract and guidelines.

Application Process:

1. Submit the application form to the school office or via email.
2. Academy coordinators will assess applicants.
3. Students will be notified of acceptance or placement on the waiting list.

Cost:

Senior Academy Fee (Year 11 – 12) Annual Fee: $150

Course Fee: Approximately $450 (utilising VETiS funding) for Certificate II in Sport Coaching and Certificate III in Fitness, delivered over two years.

Included for All Participants:

- Uniform package (Yeronga Athletes Academy sports bag and training shirt)
- Subsidised access to specialist co-curricular experiences, including incursions and excursions
- Access to guest coaches and speakers

Social & Community Studies

Subject type: Applied senior subject

QCE Credits: 4

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: ● 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

Tourism

Subject type: Applied senior subject

QCE Credits: 4

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	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 traveller information package for an international tourism destination.	**Product** 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 **Evaluation** One of the following: ● Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media ● Spoken: up to 3 minutes, or signed equivalent ● Written: up to 500 words

Accounting

Subject type: General senior subject

QCE Credits: 4

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting Introduction to accounting Accounting for today's businesses	**Financial reporting** End-of-period reporting for today's businesses Performance analysis of a sole trader business	**Managing resources** Cash management Managing resources for a sole trader business	**Accounting — the big picture** Fully classified financial statement reporting and analysis for a sole trader business Complete accounting process for a sole trader business Performance analysis of a public company

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 — cash management	25%	Summative internal assessment 3 (IA3): Examination — combination response	25%
Summative internal assessment 2 (IA2): Examination — combination response	25%	Summative external assessment (EA): Examination — combination response	25%

Ancient History

Subject type: General senior subject

QCE Credits: 4

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World Digging up the past Features of ancient societies	**Personalities in their time** Personality from the Ancient World 1 Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: Thebes — East and West, from the 18th to the 20th Dynasty The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire The Ancient Levant — First and Second Temple Period Persia from Cyrus II to Darius III Fifth Century Athens (BCE) Macedonian Empire from Philip II to Alexander III Rome during the Republic Early Imperial Rome from Augustus to Nero Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The Celts and/or Roman Britain The Medieval Crusades Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Carthage and/or Rome — the Punic Wars Ancient Rome — Civil War and the breakdown of the Republic Ancient Rome — the Augustan Age Ancient Rome — Imperial Rome until the fall of the Western Roman Empire Ancient Rome — the Byzantine Empire • Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

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 responses	25%

Geography

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones Natural hazard zones Ecological hazard zones	**Planning sustainable places** Responding to challenges facing a place in Australia Managing challenges facing a megacity	**Responding to land cover transformations** Land cover transformations and climate change Responding to local land cover transformations	**Managing population change** Population challenges in Australia Global population change

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): Data report	25%
Summative internal assessment 2 (IA2): Field report	25%	Summative external assessment (EA): Examination — combination response	25%

Legal Studies

Subject type: General senior subject

QCE Credits: 4

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

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

Subject type: General senior subject

QCE Credits: 4

Modern History students examine traces of humanity's recent past, empowering them to 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 Australian Frontier Wars, 1788–1930s French Revolution, 1789–1799	**Movements in the Modern World** Women's movement since 1893 African-American civil rights movement since 1954	**National experiences in the Modern World** Germany since 1914 (the Interwar Years) China since 1931 (invasion of Manchuria begins)	**International experiences in the Modern World** Search for collective peace and security since 1815 (Concert of Europe begins) Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)

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%

Philosophy & Reason

Subject type: General senior subject

QCE Credits: 4

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason Fundamentals of reason	**Reason in philosophy** Philosophy of religion Philosophy of science Philosophy of mind	**Moral philosophy and schools of thought** Moral philosophy Philosophical schools of thought	**Social and political philosophy** Rights Political philosophy

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): Analytical essay	25%
Summative internal assessment 2 (IA2): Analytical essay	25%	Summative external assessment (EA): Examination — extended response	25%

Diploma of Business (BSB50120)

Subject type: VET

QCE Credits: 8

RTO: Prestige 31981

BSB50120 Diploma of Business		
Code	**Competency**	**Core or Elective**
BSBCRT511	Develop critical thinking in others	Core
BSBFIN501	Manage budgets and financial plans	Core
BSBOPS501	Manage business resources	Core
BSBSUS511	Develop workplace policies and procedures for sustainability	Core
BSBXCM501	Lead communication in the workplace	Core
BSBHRM525	Manage recruitment and onboarding	Elective
BSBOPS504	Manage business risk	Elective
BSBPMG430	Undertake project work	Elective
BSBPEF501	Manage personal and professional development	Elective
BSBSTR502	Facilitate continuous improvement	Elective
BSBMKG541	Identify and evaluate marketing opportunities	Elective
BSBCMM411	Make Presentations	Elective

RTO OBLIGATIONS

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 9 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.

Certificate III in Entrepreneurship and Business (BSB30220)

Subject type: VET

QCE Credits: 6

RTO: Yeronga SHS 30460

Code	Competency	Core or Elective
BSBESB301	Investigate business opportunities	Core
BSBESB302	Develop and present business proposals	Core
BSBESB303	Organise finances for new business ventures	Core
BSBESB305	Address compliance requirements for new business ventures	Core
BSBPEF301	**Organise personal work priorities**	Elective
BSBXCM301	Engage in workplace communication	Elective
FNSFLT201	**Develop and use a personal budget**	Elective
BSBOPS302	Identify business risk	Elective
BSBTEC302	**Design and produce spreadsheets**	Elective
BSBWRT311	Write simple documents	Elective

Nationally Recognised Training

RTO OBLIGATIONS

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 9 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.

Chinese

Subject type: General senior subject

QCE Credits: 4

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 Chinese-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 Chinese 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 Chinese 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 Chinese 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 Chinese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Chinese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** ● Family/carers ● Peers ● Education	探索世界 **Exploring our world** ● Travel and exploration ● Social customs ● Chinese influences around the world	社会现象; 文化和特性 **Our society; culture and identity** ● Lifestyles and leisure ● The arts, entertainment and sports ● Groups in society	我的现在和未来 **My present; my future** ● The present ● Future choices

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%

Chinese Extension

Subject type: General senior subject

QCE Credits: 4

Chinese Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts.

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

Students engage with creative thought and expression in Chinese in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in Chinese, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of Chinese texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

Chinese Extension is a course of study consisting of two units. It is an extension of the General syllabus in Chinese and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in Chinese, or its equivalent.

Pathways

A course of study in Chinese Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts
- apply knowledge of language elements, structures and textual conventions to create meaning in texts
- identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
- create texts that convey information and ideas in Chinese for context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: ● literature ● the arts ● social sciences ● media studies ● innovation, science and technology ● business and commerce.	**Independent investigation** The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

Assessment

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

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

Senior External Examination — Languages

Subject type: Senior External Examination

QCE Credits: 4

The following languages are offered through Senior External Examination (SEE) syllabuses:

- Arabic *
- Chinese
- Indonesian
- Korean
- Latin *
- Modern Greek *
- Polish *
- Punjabi *
- Russian *
- Tamil*
- Vietnamese.

These syllabuses are currently being revised. The *Senior subject guide* will be updated after the syllabuses are released. Please monitor QCAA memos to be notified when the syllabuses are released.

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

Each language examination consists of a written and an oral component, completed on different days. **Students must sit both components**.

All oral examinations will be recorded.

Language examinations

* Arabic, Latin, Modern Greek, Polish, Punjabi, Russian and Tamil are ‘borrowed’ syllabuses, i.e. the syllabuses for Senior External Examinations are based on syllabuses from interstate jurisdictions.

In such cases, the oral and written examinations will be set by a panel appointed by the relevant interstate Authority, and marked by assessors appointed by that Authority.

For all other languages syllabuses (Chinese, Indonesian, Korean and Vietnamese), External examinations are developed and marked by assessors appointed by the QCAA.

Certificate II in Applied Language (NAT10949)

Subject type: VET

QCE Credits: 4

RTO: Ripponlea 21230

Code	Units of Competency	Core/Elective
NAT10949001	Conduct routine oral communication for social purposes in a language other than English.	Core
NAT10949002	Conduct routine workplace oral communication in a language other than English.	Core
NAT10949003	Read and write routine documents for social purposes in a language other than English.	Core
NAT10949004	Read and write routine workplace documents in a language other than English.	Core

11074NAT Certificate III in Applied Language (Chinese)

Code	Units of Competency	Core/Elective
NAT11074001	Conduct routine oral communication for social purposes in a language other than English	Core
NAT11074002	Conduct routine workplace oral communication in a language other than English	Core
NAT11074003	Read and write routine texts for social purposes in a language other than English	Core
NAT11074004	Read and write routine workplace texts in a language other than English	Core

NATIONALLY RECOGNISED TRAINING

RTO OBLIGATIONS

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 9 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.

Other Languages

Subject type: General senior subject

QCE Credits: 4

E.G. Brisbane School of Distance Education

LOTE subjects (French, German, Indonesian, Japanese or Spanish) in Years 11 and 12 are offered through the Brisbane School of Distance Education (1585)

RECOMMENDED REQUIREMENTS FOR SUCCESS

C in Year 10 LOTE or near native fluency

AIM

Languages Other Than English (LOTE), are considered a priority area by the government and the Department of Education. The course aims to provide students with an enjoyable learning experience as well as practical skills, which can be used in communication with LOTE speakers anywhere in the world. The four skills of listening, speaking, reading and writing will be developed inter-dependently. By the end of the course, students are expected to be able to speak and write the selected LOTE course in a variety of situations with varying degrees of complexity.

CONTENT AND ORGANISATION

Emphasis is placed on a functional and communicative approach, so that students use the language in useful situations and gain an appreciation of literature. Activities include reading and discussing stories, reports, poetry, letters, menus, programs, instruction manuals, advertisements and magazine articles. Listening activities include material recorded by native speakers on audiotape and video. By the end of the course, students are expected to be able to give short talks in the LOTE course studied and to be able to converse with native speakers.

The main topics covered in Years 11 and 12 are: everyday life at home, school and the future, travel, accommodation, health, interests and hobbies, leisure activities, careers, the environment, politics and LOTE history.

Essential Mathematics

Subject type: Applied senior subject

QCE Credits: 4

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs ● 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

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations ● 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%

Problem-solving and modelling task</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):

Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination — combination response</td></tr>
</table>

Mathematical Methods

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

<table>
<tr><th colspan="3">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="5">Summative internal assessment 1 (IA1): 20%

Problem-solving and modelling task</td></tr>
<tr><td colspan="2">Summative internal assessment 2 (IA2):
● Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):

Examination — short response</td><td>15%</td></tr>
<tr><td colspan="5">Summative external assessment (EA): 50%
● Examination — combination response</td></tr>
</table>

Specialist Mathematics

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices ● Combinatorics ● Introduction to proof ● Vectors in the plane ● Algebra of vectors in two dimensions ● Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** ● Complex numbers ● Complex arithmetic and algebra ● Circle and geometric proofs ● Trigonometry and functions ● Matrices and transformations	**Further complex numbers, proof, vectors and matrices** ● Further complex numbers ● Mathematical induction and trigonometric proofs ● Vectors in two and three dimensions ● Vector calculus ● Further matrices	**Further calculus and statistical inference** ● Integration techniques ● Applications of integral calculus ● Rates of change and differential equations ● Modelling motion ● Statistical inference

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination — combination response</td></tr>
</table>

Certificate II in Financial Services

Subject type: VET

QCE Credits: 4

RTO: Yeronga SHS 30460

Entry requirements - Students will be required to complete the Short Course in Numeracy alongside this course to ensure they meet the numeracy requirement for QCE attainment.

Possible pathways : This is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the financial industry such as insurance, brokerage and banking.

Code	Units of Competency	Core/Elective
BSBCMM211	Apply communication skills	Core
BSBTEC201	Use business software applications	Core
BSBWHS211	Contribute to the health and safety of self and others	Core
FNSINC311	Work together in the financial services industry	Core
FNSFLT212	Develop and use savings plans	Elective
FNSFLT214	Develop knowledge of superannuation	Elective
FNSFL T215	Develop knowledge of the Australian financial system and markets	Elective
FNSFL T216	Develop knowledge of taxation	Elective

NATIONALLY RECOGNISED TRAINING

RTO OBLIGATIONS

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 9 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.

Numeracy

Subject type: Short course

QCE Credits: 1

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024. Please monitor QCAA memos to be notified when the syllabus is released.

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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:

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: ● an extended response — oral mathematical presentation (Internal assessment 1A) ● a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: ● an examination — short response (Internal assessment 2A) ● a student learning journal (Internal assessment 2B).

Science in Practice

Subject type: Applied senior subject

QCE Credits: 4

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice 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.

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

Projects and investigations are key features of Science in Practice. 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 scientific contexts.

By studying Science in Practice, 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 scientific situations.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

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

Science in Practice 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	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice 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

Subject type: General senior subject

QCE Credits: 4

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

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):

● Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):

● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):

● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%

● Examination — combination response</td></tr>
</table>

Chemistry

Subject type: General senior subject

QCE Credits: 4

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

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):
● Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination — combination response</td></tr>
</table>

Physics

Subject type: General senior subject

QCE Credits: 4

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

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):
● Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination — combination response</td></tr>
</table>

Psychology

Subject type: General senior subject

QCE Credits: 4

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

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development ● The role of the brain ● Cognitive development ● Consciousness, attention and sleep	**Individual behaviour** ● Intelligence ● Diagnosis ● Psychological disorders and treatments ● Emotion and motivation	**Individual thinking** ● Brain function ● Sensation and perception ● Memory ● Learning	**The influence of others** ● Social psychology ● Interpersonal processes ● Attitudes ● Cross-cultural psychology

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
● Examination — combination response</td></tr>
</table>

Information & Communication Technology

Subject type: Applied senior subject

QCE Credits: 4

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and 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 Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Structure

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

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Industrial Technology Skills

Subject type: Applied senior subject

QCE Credits: 4

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

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

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses (Building and Construction, Industrial Graphics Skills, Engineering Skills and Furnishing Skills) with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project		

Design

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design ● Designing for others	**Commercial design influences** ● Responding to needs and wants	**Human-centred design** ● Designing with empathy	**Sustainable design influences** ● Responding to opportunities

Assessment

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

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

Summative assessments

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

Certificate II in Furniture Making Pathways

Subject type: VET

QCE Credits: 4

RTO: Yeronga SHS 30460

Recommendations: C in English Preparatory Class, C in Woodwork and Furnishing

Cost: Steel capped boots

Aim: This qualification is intended for people interested in exposure to furniture making or cabinet making industries. It is an entry-level qualification for an apprenticeship in this area.

Code	Competency	Core/Elective
Unit 1 – Intro to Furniture Making		
MSFFM2013	Use furniture making sector hand and power tools	Group A Elective
MSMPCI103	Demonstrate care and apply safe practices at work	Core
MSFFP2012	Join furnishing materials	Group A Elective
Unit 2 – Furniture Making 1		
MSFFP2020	Undertake a basic furniture making project	Core
MSMSUP106	Work in a team	Group B Elective
MSFGN2004	Produce simple scale drawings by hand	Group A Elective
MSFFM2019	Assemble furnishing products	Group A Elective
MSFFP2014	Use basic finishing techniques on timber surfaces	Group A Elective
Unit 3 – Furniture Making 2		
MSFFP2017	Develop a career plan for the furnishing industry	Core
MSFGN2001	Make measurements and calculations	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
MSFFM2014	Select and apply hardware	Group A Elective

NATIONALLY RECOGNISED TRAINING

RTO OBLIGATIONS

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 9 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.

Certificate II in Automotive Vocational Preparation

Subject type: VET

QCE Credits: 4

RTO: TAFE Queensland 0275 and Yeronga SHS 30460

AUR20720 Certificate II in Automotive Vocational Preparation

TAFE Queensland (RTO Code 0275) and Yeronga State High School (RTO Code 30460) have entered a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Yeronga State High School will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion.

Duration: 4 Semesters	
Qualification description	**AUR20720 Certificate II in Automotive Vocational Preparation** is a nationally recognised qualification designed to give students an introduction to the automotive industry. Students will gain skills and knowledge in the areas of inspecting and servicing vehicle components including engines, using automotive tools and equipment, testing, servicing and charging batteries and basic welding. Career pathways in the automotive industry include: • Automotive trade assistant • Vehicle service assistant • Automotive electrician • Automotive air-conditioning fitter • Automotive electrical fitter • Automotive manufacturing technician • Automotive mechanic • Automotive parts interpreter • Diesel fitter • Vehicle body builder
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are not required.
Qualification rules	A total of 12 units must be completed: · 5 core units of competency · 7 elective units of competency

CORE AND ELECTIVE UNITS			
Year 1 Semester 1	AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	Core
	AURASA102	Follow safe working practices in an automotive workplace	Core
	AURTTK102	Use and maintain tools and equipment in an automotive workplace	Core
Year 1 Semester 2	AURTTA003	Use and maintain basic mechanical measuring devices	Elective
	AURAFA103	Communicate effectively in an automotive workplace	Core
	AURETR115	Inspect, test and service batteries	Elective
Year 2 Semester 1	AURETR103	Identify automotive electrical systems and components	Core
	AURLTJ102	Remove, inspect, repair and refit light vehicle tyres and tubes	Unspecified Elective
	AURLTA101	Identify automotive mechanical systems and components	Core
	AURAFA104	Resolve routine problems in an automotive workplace	Core
Year 2 Semester 2	AURTTA127	Carry out basic vehicle servicing operations	Elective
	MEMPE002	Use electric welding machines	Unspecified Elective
Proposed unit changes	Not applicable.		

Learning experiences	· Classroom and workshop · Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. · Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: · Observation and oral questioning; and · Work samples / projects; and · Written assessment; and/or · Online assessment via the TAFE Queensland Connect learning management system.
Further study options	· Certificate III (apprenticeship) in a specialist automotive area · Certificate IV in Automotive Mechanical Diagnosis Students may receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.
Student support	The school's student assistance program will ensure students receive appropriate levels of support during the course. Contact the school's Head of Senior Schooling or VET Coordinator for information about support services including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.
Third Party Agreement	This is a two year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request. This information is correct at time of publication 20/06/2025 but is subject to change.

Certificate II in Engineering Pathways

Subject type: VET

QCE Credits: 4

RTO: Yeronga SHS 30460

MEM20422 Certificate II in Engineering Pathways

Yeronga State High School (RTO Code 30460) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

COURSE DETAILS	
Qualification description	**MEM20422 Certificate II in Engineering Pathways** is a nationally recognised qualification designed to give students an introduction to an engineering or related working environment. This course will provide students with basic skills to operate tools and equipment to produce or modify objects. Career pathways in the manufacturing and engineering industry include: • Fitter and turner • Locksmith • Patternmaker/Moulder • Metal fabrication worker • Machinist • Welder
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are required and are delivered as part of this qualification. Refer to the table below for pre-requisite units which students must pass before they can enrol in the related unit.
Qualification rules	A total of 12 units must be completed: · 4 core units of competency · 8 elective units of competency

CORE AND ELECTIVE UNITS				Pre-requisites
Year 1 Semester 1	MEM13015	Work safely and effectively in manufacturing and engineering	Core	Not applicable
	MEM16006	Organise and communicate information	Elective	MEM13015 Work safely and effectively in manufacturing and engineering
	MSMENV272	Participate in environmentally sustainable work practices	Core	None
	MEM11011	Undertake manual handling	Elective	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18001	Use hand tools	Elective	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18002	Use power tools/handheld operations	Elective	
Year 1 Semester 2	MEMPE002	Use electric welding machines	Elective	Not applicable
	MEMPE004	Use fabrication equipment	Elective	Not applicable
	MEMPE007	Pull apart and re assemble engineering mechanisms	Elective	Not applicable
Year 2 Semester 1	MEMPE001	Use engineering workshop machines	Elective	Not applicable
	MEMPE006	Undertake a basic engineering project	Core	Not applicable
Year 2 Semester 2	MEMPE005	Develop a career plan for the engineering and manufacturing industry	Core	Not applicable

Proposed unit changes	· Not applicable.
Learning experiences	· Classroom and workshop · Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. · Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: · Observation and oral questioning; and · Work samples / projects; and · Written assessment; and/or · Online assessment via the TAFE Queensland Connect learning management system.
Further study options	· Certificate III (apprenticeship) in a specialist manufacturing or engineering area of the student's choice · Certificate IV and Diploma level engineering study · Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.
Student Support	The school's student assistance program will ensure students receive appropriate levels of support during the course. Contact the school's Head of Senior Schooling or VET Coordinator for information about support services including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.
Third Party Agreement	This is a two year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request. Partial completion of a Certificate II qualification contributes QCE points on a sliding scale, dependent upon the number of units completed. This information is correct at time of publication 20/06/2025 but is subject to change.


Nationally Recognised
Training

Landscaping package: Certificate II in Landscaping (AHC21621) and Certificate II in Skills for work and vocational pathways (FSK20119)

Subject type: VET

QCE Credits: 4

RTO: Yeronga State High School (30260)

Recommendations: C in English Preparatory Class

Cost: Steel-capped work boots

Aim: To prepare students for a career in landscaping, bricklaying or construction This course is delivered onsite at YSHS.

The Landscaping and Construction package is studied over two lines making up 2 of your 6 subjects. The Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It enables students to meet the numeracy requirement of the QCE.

AHCLSC206 Assist with landscape construction work https://training.gov.au/Training/Details/AHCLSC206	Core Unit
AHCLSC207 Construct low-profile timber or modular retaining walls https://training.gov.au/Training/Details/AHCLSC207	Core Unit
AHCLSC208 Install aggregate paths https://training.gov.au/Training/Details/AHCLSC208	Core Unit
AHCLSC209 Lay paving https://training.gov.au/Training/Details/AHCLSC209	Core Unit
AHCMOM203 Operate basic machinery and equipment https://training.gov.au/Training/Details/AHCMOM203	Core Unit
AHCPCD207 Plant trees and shrubs https://training.gov.au/Training/Details/AHCPGD207	Core Unit
AHCPCM204 Recognise plants https://training.gov.au/Training/Details/AHCPCM204	Core Unit
AHCWHS202 Participate in workplace health and safety processes https://training.gov.au/Training/Details/ AHCWHS202	Core Unit
AHCINF207 Maintain properties and structures https://training.gov.au/Training/Details/ AHCINF207	Listed Elective
AHCIRG219 Assist with low volume irrigation operations https://training.gov.au/Training/Details/AHCIRG219	Listed Elective
AHCWRK211 Participate in environmentally sustainable work practices https://training.gov.au/Training/Details/ AHCWRK211	Listed Elective
CPCCWHS2001 *Apply OHS requirements, policies and procedures in the construction industry* *https://training.gov.au/Training/Details/CPCCWHS2001*	Listed Elective
CPCCBL2002 Use bricklaying and blocklaying tools and equipment https://training.gov.au/Training/Details/CPCCBL2002 Pre-requisite Unit: CPCCWHS2001	Listed Elective
CPCCCO2013 Carry out concreting to simple forms	Listed Elective

https://training.gov.au/Training/Details/CPCCCO2013 Pre-requisite Unit: CPCCWHS2001	
CPCWHS1001 Prepare to work safely in the construction industry (White Card) https://training.gov.au/Training/Details/CPCCWHS1001 6 electives are from the electives currently listed in the endorsed package The 1 remaining elective is from a currently endorsed Training Package or accredited course	Non-listed Elective

Dance in Practice

Subject type: Applied senior subject

QCE Credits: 4

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

Objectives

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

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

Structure

Dance 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	Celebration In this unit, students explore dance used for celebration. Celebration can acknowledge, honour, remember, show respect, entertain, or express something special and enjoyable. Students use critical and creative thinking skills to innovate and problem-solve to make and perform dances for celebration.
Unit option B	Health In this unit, students explore the concept of health-related dance. Movement can have long term health benefits for all, regardless of age, gender, disease, or disability. Students use their knowledge and understanding of the health benefits of dance to plan dance solutions for diverse groups.
Unit option C	Industry In this unit, students explore different sectors of the professional and amateur dance industry. Students develop industry skills by exploring a variety of dance styles and genres relevant to different sectors of the dance industry.
Unit option D	Technology In this unit, students explore the use of technology in dance. They investigate how technology can shape, influence, or enhance how ideas are communicated. Students learn to shape and share their dance ideas, emotions, and experiences through dance works in a variety of virtual environments.

Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	**Choreography of dance** Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes **Planning and evaluation of choreography** 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
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	**Performance of dance** Performance (live or recorded): up to 4 minutes **Planning of choreography and evaluation of 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

Drama in Practice

Subject type: Applied senior subject

QCE Credits: 4

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

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

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

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Music in Practice

Subject type: Applied senior subject

QCE Credits: 4

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!

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

<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):
● Dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
● Examination — extended response</td></tr>
</table>

Drama

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Assessment

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

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

Summative assessments

<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

Subject type: General senior subject

QCE Credits: 4

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?

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>

Music Extension

Subject type: General senior subject

QCE Credits: 4

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

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

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

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

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

Pathways

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

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

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

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

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

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

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

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

Structure

Unit 3	Unit 4
Explore ● Key idea 1: Initiate best practice ● Key idea 2: Consolidate best practice	**Emerge** ● Key idea 3: Independent best practice

Assessment

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

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

Summative assessments — Composition specialisation

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

Summative assessments — Musicology specialisation

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

Summative assessments — Performance specialisation

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

Visual Art

Subject type: General senior subject

QCE Credits: 4

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

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>

Certificate III in Visual Arts

Subject type: VET

QCE Credits: 4

RTO: Yeronga SHS 30460

In the Certificate III in Visual Arts students build practical skills in printmaking, ceramics, painting, digital imaging, and jewellery making. Through the completion of these units students develop and refine their skills across a broad range of mediums, creating portfolios that can be used to showcase their skills and knowledge. These collections of work can go towards entry to University in the fine arts, lead to further VET courses, or career entrance in their desired fields. Students will build real world skills in collaboration, reflecting, creative thinking, planning and realising goals, and agency in their learning. They will also develop an understanding of production workflows and workplace health and safety considerations in studio and workshop spaces.

Code	Units of Competency	Core/Elective
CUARES301	Apply knowledge of history and theory to own arts practice	Core
CUAACD201	Develop drawing skills to communicate ideas	Core
CUAPPR301	Produce creative work	Core
BSBWHS201	Contribute to the health and safety of self and others	Core
CUAPRI301	Produce prints	Elective
PMC552030C	Operate a firing kiln	Elective
CUAPAI301	Produce paintings	Elective
CUAACD401	Integrate colour theory and design processes	Elective
CUADIG202	Develop Digital Imaging skills	Elective
CUAJWL301	Produce jewellery	Elective
CUAPPR302	Document the creative work progress	Elective

NATIONALLY RECOGNISED TRAINING

RTO OBLIGATIONS

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 9 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.

Certificate III in Screen and Media

Subject type: VET

QCE Credits: 4

RTO: Yeronga SHS 30460

In the **Certificate III in Screen and Media** students build practical skills in photography, digital imaging, film productions and 2D animations. Through the completion of the 3 units students develop and refine their skills to create a show reel of products which can be used for folio entry to university in the design and media arts space, and with our ever changing and growing digital workforce, students will build real world skills in collaboration, creative thinking, agency in their learning and understanding of production workflows and workplace health and safety considerations in a work space.

Units and Topics	Code	Units of Competency	Core/Elective
Digital Imaging Image manipulation Photography Digital Darkroom	BSBCRT311	Apply critical thinking skills in a team environment	Core
	CUADIG212	Develop digital imaging skills	Elective
Film & Television Genre films/ doco Filming, editing YouTube	CUAWHS312	Apply work health and safety practices	Core
	CUACAM211	Assist with a basic camera shoots	Elective
	CUAPOS211	Perform basic vision and sound editing	Elective
	CUAIND311	Work effectively in the creative arts industries	Core
	CUADIG311	Prepare Video Assets	Elective
2D Animation, Drawing and Design and Final Film Project Music Video 2D Animation Film special effects (SFX)	CUADIG303	Produce and prepare Photo images	Elective
	CUAANM301	Create 2D digital animations	Elective
	CUAACD201	Develop drawing skills to communicate ideas	Elective
	CUAANM313	Create 3D digital models	Elective
	CUAANM302	Create 3D digital animations	Elective
	CUADES302	Explore and apply the creative design Process to 2D forms	Elective
	CUAACD201	Develop drawing skills to communicate ideas	Elective

NATIONALLY RECOGNISED TRAINING

RTO OBLIGATIONS

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 9 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.