Sarina
STATE HIGH SCHOOL

2027



Senior Course Guide

Empowering Learners • Embracing Communities • Fostering Success

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This information and pricing is correct at date of publication and is subject to change. Subjects listed may not be offered in 2027 due to student demand. Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2027 Career Ready VETiS funded qualifications. Sarina State High School will finalise its delivery arrangements with SAS (Skills Assure Supplier) contracts before confirming Career Ready VET enrolments for 2027.
Last updated: 20 August, 2026

Welcome to our Senior School Curriculum

Our Year 11/12 senior pathways offer our students a diverse range of academic pathways through their senior phase of learning. The pathways align closely to the nation-wide changes to the curriculum and it impact on the Senior Learning Phase. Through a strong focus on 21st century skills, we equip our students with quality educational, personal, ethical and social skills that prepare them to take the next step into their futures.

The aim of our senior schooling pathways at Sarina State High School is for each student to achieve a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). In order to maximise students' chances of achieving a QCE, students and parents/carers must consider the combination of subjects, student ability levels through meeting pre-requisites, commitment to study and future aspirations when nominating for Year 11 and 12. A thorough and rigorous Senior Education and Training Plan (SETP) process is undertaken in Year 10 to maximise student's choices of academic success.

Sarina State High School support students to create their futures by offering a broad range of pathways through the senior phase of learning. Options available to students include:

- General and Applied subjects developed by the Queensland Curriculum and Assessment Authority (QCAA).
- Certificate I, II and III courses delivered by the school or in partnership with Registered Training Organisations.
- School based apprenticeships or traineeships (SATs) with the support of local businesses.
- University courses allowing students to accelerate (e.g. CQU – SUN).

Our senior curriculum offers flexible learning environments and the availability of multiple pathways providing a range of opportunities for students to engage and succeed in their senior education.

We welcome each family to this exciting and challenging Senior Phase of Learning and we invite you to use this handbook to guide you to plan your senior education and training pathway and to choose appropriate subjects for Year 11 and 12.

We look forward to supporting your student in this next phase of their learning journey.

Selection of Subjects

At Sarina State High School, all students select the equivalent of **six subjects** of which an English subject and a Mathematics subject are ***compulsory***. For some students, it may be a combination of subjects studied at school as well as training undertaken off-campus.

It is important to note that subjects are organised to fit a timetable and subjects will only be timetabled if sufficient numbers allow for it to go ahead. Some subjects also have restricted numbers due to safety regulations, facilities and availability of staff. Although every effort is made to allow students to study their selected subjects, it is important that students and parents/carers be flexible and have alternative subjects listed to avoid disappointment.

It is also important to select subjects that provide appropriate skills for the student to either go on to Tertiary Education, Vocational Courses or enter the workforce. Subjects studied at school may be required for University or employment, so selection of appropriate subjects is vital.

Compulsory Participation Phase (legal obligations)

A young person's compulsory participation phase starts when they stop being of compulsory school age (i.e. turn 16 or complete Year 10 whichever comes first) and ends when the person:

- gains a Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA), Senior Statement, Certificate III or Certificate IV
- has participated in eligible options for two years after the person stopped being of compulsory school age
  or
- turns 17.

In the compulsory participation phase, young people have more options. They do not have to go to school - but they do have to be 'learning or earning'. That means there are a wider range of options, including continuing school, studying at an institution like TAFE or university, doing a traineeship or apprenticeship or working full-time.

To maintain enrolment at Sarina State High School each student is required to be operating in accordance with the school's Code of Conduct and:

- actively participate in the learning program
- maintain a very high attendance rate (above 90%) and explain all absences and
- complete all required assessment/course work by the due date.

Students who have difficulty in any of these areas must seek school support.

Vocational Education and Training (VET) & Off-site learning options and programs

Year 11 and 12 students at Sarina State High school are able to access a variety of Vocational Education and Training (VET) and off-site learning programs as part of their learning pathway.

Advice for choosing your subjects

For students who study beyond Year 10 a considered decision needs to be made regarding which subjects and courses to choose for Years 11 and 12. Each of these decisions is very important since it affects the type of job or tertiary study you can choose when you leave school. Your course selections also directly affect your happiness and success while at school.
There are a number of guidelines to go by when choosing your subjects. Choose subjects:

- which will support your career options
- which give you skills, knowledge, and attitudes useful to you in life
- in which you can do well
- you enjoy.

This may sound easy but it should involve a lot of thought, discussion, and research. You need to find out about the different types of subjects and, in many cases, think further about career choices. Never assume you know all about a subject at a higher year level because you have done that subject before.

Useful resources

- QCAA My QCE - https://myqce.qcaa.qld.edu.au/
- University entry information - Queensland Tertiary Admissions Centre (QTAC) - https://www.qtac.edu.au/
- My Future Career & Job information - https://myfuture.edu.au/
- Australian Apprenticeships & Traineeships - https://www.australianapprenticeships.gov.au/
- Australian Apprenticeship Support Network providers
  MAS Apprenticeship Centre; BUSY At Work; MEGT



Plan your pathway

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy, numeracy and academic integrity requirements. You can choose from the learning options above.



3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification(s) and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at **myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway**.
- Check the QTAC website for eligibility requirements.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

251266

For all Queensland schools

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-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.

Literacy and Numeracy Requirements

The literacy and numeracy requirements for a QCE reflect the standards outlined in Level 3 of the Australian Core Skills Framework (ACSF).

Learning options to meet literacy and numeracy requirements for a QCE

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential English	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Final result of C or better in a Unit 3 and 4 pair
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English as an Additional Language • Literature	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Final result of C or better in a Unit 3 and 4 pair
General (Extension)	Unit 3 and 4 pair: • English & Literature Extension		Final result of C or better
General (Senior External Examination)	QCAA subject: • English	QCAA subject: • General Mathematics • Mathematical Methods	Final result of C or better
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Final result of C or better
IBDP in Queensland schools	IBDP examination in one of the following: • English A: Language and Literature (SL or HL) • English A: Literature (SL or HL) • English B (SL or HL)	IBDP examination in one of the following from 2021: • Mathematics: Analysis and Approaches (SL and HL) • Mathematics: Applications and Interpretations (SL and HL)	Final result of 4 or above on examination *or* Exit subject with a final result of 3, having achieved a 4 or above for the internal assessment component
Interstate studies	Interstate subjects for Unit 1, Unit 2 or a Unit 3 and 4 pair: • Essential English • English • English as an Additional Language • Literature	Interstate subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Final result of C or better (or equivalent) in a Unit 3 and 4 pair
Recognised studies	See Recognised studies for a list of eligible learning options	See Recognised studies for a list of eligible learning options	As recognised by the QCAA

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.



QCE learning options

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
Vocational education and training (VET) VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at **myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway**.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

QCAA Senior Subjects offered at Sarina State High School

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

English

Applied
- Essential English

General
- English

Humanities and Social Sciences

Applied
- Business Studies
- Social & Community Studies
- Tourism

General
- Ancient History
- Legal Studies

Technologies

Applied
- Building and Construction Skills
- Furnishing Skills

Health and Physical Education

Applied
- Sport & Recreation

General
- Physical Education

Science

Applied
- Aquatic Practices

General
- Biology
- Chemistry
- Physics

The Arts

Applied
- Visual Arts in Practice

General
- Visual Art

Vocational Education and Training (VET)

Sarina State High School (RTO 30433)
- AHC20122 Certificate II in Agriculture
- MEM20422 Certificate II in Engineering Pathways

Blue Dog Training (RTO 31193)
- CPC20220 Certificate II in Construction Pathways

Foundation Education (RTO 22557)
- CHC30121 Certificate III in Early Childhood Education & Care

Binnacle Training (RTO 31319)
- BSB30120 Certificate III in Business + SIT20125 Certificate II in Tourism
- SIS30321 Certificate III in Fitness

Australian Trade Training College (RTO 31300) Mackay Engineering College – Axial Training and International College (RTO 2437)
- AUR20720 Certificate II in Automotive Vocational Preparation
- MEM20422 Certificate II in Engineering Pathways

Australian Trade Training College (RTO 31300) Mackay Engineering College – Major Training (RTO 6139)
- UEE22020 Certificate II in Electro-Technology (Career Start)

Blueprint Career Development (RTO 30978)
- SIT20322 Certificate II in Hospitality

Connect 'n' Grow (RTO 40518)
- HLT23221 Certificate II in Health Support Services
- HLT33115 Certificate III in Health Services Assistance

Vocational Training Queensland (RTO 45576)
- 22688VIC Course in Initial General Education for Adults
- 22689VIC Certificate I in General Education for Adults (Introductory)
- 22690VIC Certificate I in General Education for Adults
- 22691VIC Certificate II in General Education for Adults

General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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.

Students build on and develop 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.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Examination
Formative internal assessment 2 (FA2): • Examination	

Summative Assessments

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

Additional cost to the Student Resource Scheme
Nil

Mathematical Methods

General senior subject

General

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to 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.

Students learn topics that 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.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 • Problem-solving and modelling task	Formative internal assessment 3 • Examination
Formative internal assessment 2 • Examination	

Summative Assessments

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

Additional cost to the Student Resource Scheme
Nil

Specialist Mathematics

General senior subject

General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who 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.

Students learn topics that 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.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

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. Students starting in 2027 will start with AS Unit 1, students starting in 2028 will start with AS Unit 3.

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

Assessment

Formative Assessments

AS Unit 1	AS Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Examination
Formative internal assessment 2 (FA2): • Examination	

Summative Assessments

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

Additional cost to the Student Resource Scheme
Nil

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

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.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 • Examination	Formative internal assessment 3 • Problem-solving and modelling task
Formative internal assessment 2 • Problem-solving and modelling task	Formative internal assessment 4 • Examination

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 4 (IA4): • Examination

Additional cost to the Student Resource Scheme
Nil

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve 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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1(FA):1 **Topic: Perspectives and Texts** Extended response – persuasive spoken response	Formative internal assessment 3 (FA3): **Topic: Texts and Culture** Examination - imaginative written response
Formative internal assessment 2 (FA2): **Topic: Perspectives and Texts** Extended response – written response for a public audience	Formative internal assessment 4 (FA4): **Topic: Texts and Culture** Examination – extended response: analytical essay (unseen question)

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%

Additional cost to the Student Resource Scheme
Nil

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessment 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.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): Extended response – spoken persuasive multimodal response	Formative internal assessment 3 (FA3): Extended response – spoken multimodal response
Formative internal assessment 2 (FA2): Short response to stimulus examination (1 x seen stimulus/ 1 x unseen stimulus)	Formative internal assessment 4 (FA4) Extended response – written response

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

Additional cost to the Student Resource Scheme
Nil

Ancient History

General senior subject

General

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Short responses to historical sources	Formative internal assessment 3 (FA3): • Investigation –historical essay based on research
Formative internal assessment 2 (FA2): • Investigation: Independent source investigation	Formative internal assessment 4 (FA4): • Examination: essay response to historical source

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%

Additional cost to the Student Resource Scheme
Nil

Legal Studies

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination - combination response	Formative internal assessment 3 (FA3): • Investigation – analytical essay
Formative internal assessment 2(FA2): • Investigation - inquiry report	Formative internal assessment 4 (FA4): • Examination - combination response

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (1A1) • 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%

Additional cost to the Student Resource Scheme
Nil

Business Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

Assessment

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

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

Additional cost to the Student Resource Scheme
Nil

Social and Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
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, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 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

Additional cost to the Student Resource Scheme
Nil

Tourism

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option 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

Additional cost to the Student Resource Scheme
Nil

Building and Construction Skills

Applied senior subject

Applied

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Additional cost to the Student Resource Scheme
Subject Fee: **Year 11 -** $54 (Timber and hardware supplies for student projects) **Year 12 -** $81 **Total Subject Fee: $135 over 2 years**

Furnishing Skills

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Additional cost to the Student Resource Scheme
Subject Fee: **Year 11 -** $400 (Timber and hardware supplies for student projects) **Year 12** - $260 **Total Subject Fee: $660 over 2 years**

Physical Education

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination	Formative internal assessment 3 (FA3): • Project - Folio
Formative internal assessment 2 (FA2): • Project - Folio	Formative internal assessment 4 (FA4): • Report

Summative Assessments

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

Additional cost to the Student Resource Scheme
Nil

Sport and Recreation

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

A course of study in Sport and 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

The Sport and 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. The below 4 units have been selected and developed with a notional time of 55 hours of teaching and learning, including assessment.

Unit option	Unit title
Unit 1: Unit option H	Fitness for sport and recreation
Unit 2: Unit option F	Emerging trends in sport, fitness and recreation
Unit 3: Unit option E	Community recreation
Unit 4: Unit option I	Marketing and communication in sport and recreation

Assessment

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

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

Additional cost to the Student Resource Scheme
Subject Fee Nil

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Data test (Unit 1)	Formative internal assessment 3 (FA3): • Research investigation
Formative internal assessment 2 (FA2): • Student experiment	Formative internal assessment 4 (FA4): • Examination (Unit 2)

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</td></tr>
</table>

Additional cost to the Student Resource Scheme
Additional Costs Year 12 - $250 (Field Trip) **Total Additional Costs: $250**

Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1(FA1): • Data test (Unit 1)	Formative internal assessment 3(FA3): • Research investigation
Formative internal assessment 2(FA2): • Student experiment	Formative internal assessment 4(FA4): • Examination (Unit 2)

Summative Assessments

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

Additional cost to the Student Resource Scheme
Nil

Physics

General senior subject

General

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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

Students starting in 2027 will start with AS Unit 1, students starting in 2028 will start with AS Unit 3.

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Physics in motion	**Einstein's famous equation**	**The transfer and use of energy**	**Electromagnetism and quantum theory**
• Linear motion and force • Gravity and motion	• Special Relativity • Ionising radiation and nuclear reactions • The standard model	• Heating processes • Waves • Electrical Circuits	• Electromagnetism • Quantum theory

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).

Formative Assessments

AS Unit 1 (2027)	AS Unit 2 (2027)
Formative internal assessment 1 (FA1): • Data test (Unit 1)	Formative internal assessment 3 (FA3): • Student experiment
Formative internal assessment 2 (FA2): • Research investigation	Formative internal assessment 4 (FA4): • Examination (Unit 2)

Summative Assessments

<table>
<tr><th colspan="2">AS Unit 3</th><th colspan="2">AS 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</td></tr>
</table>

Additional cost to the Student Resource Scheme
Nil

Aquatic Practices

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Aquatic Practices is a four-unit course of study.

Unit	Topics
Unit 1 – Using the Aquatic Environment	Term 1 – Snorkelling Term 2 – Weather and Safety
Unit 2 – Recreational and Commercial Fishing	Term 2/3 – Recreational Fishing Term 3/4 – Commercial Fishing
Unit 3 – Coastlines and Navigation	Term 1 - (Start Term 4 year 11) – Coastlines Term 1/2 – Navigation/Boating/Radio
Unit 4 – Aquatic Ecosystems	Term 2/3 – Marine Ecology Term 3/4 – Pests and Threats

Assessment

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

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

Additional cost to the Student Resource Scheme
Subject Fee: Nil **Additional Costs:** **Year 11** - $30 (Fishing Excursion) **Year 11** - $155 (Reef Excursion) **Year 12** - $100 approximately (Aquatics Camp) **Optional Costs** **Year 12** - $400 (Boat Licence)

Visual Art

General senior subject

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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Investigation — written report or multimodal presentation	Formative internal assessment 4 (FA4): • Project — inquiry-based folio
Formative internal assessment 2 (FA2): • Project — experimental folio	Formative internal assessment 3 (FA3): • Examination — extended response

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>

Additional cost to the Student Resource Scheme
Nil

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Additional cost to the Student Resource Scheme
$10 – canvas.

AHC20122 Certificate II in Agriculture

Vocational Education and Training

VET

RTO
Sarina State High School – RTO Code: 30433

Rationale

This qualification provides a foundation to a career in all aspects of rural industries. Other potential regional sector industries may also include local government, transport, construction, and community services.

Course Structure

Total Units = 16 Units (4 Core Units and 12 Elective Units)

Core Units

AHCWHS202	Participate in workplace health and safety processes
AHCWRK211	Participate in environmentally sustainable work practices
AHCWRK212	Work effectively in industry
AHCWRK213	Participate in workplace communications

Elective Units

AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AHCCHM201	Apply chemicals under supervision
AHCINF205	Carry out basic electric fencing operations
AHCINF206	Install, maintain and repair farm fencing
AHCLSK223	Carry out regular livestock observation
AHCLSK224	Handle livestock using basic techniques
AHCLSK226	Load and unload livestock
AHCLSK227	Monitor water supplies
AHCLSK229	Provide feed for livestock
AHCMOM216	Operate side by side utility vehicles

Assessment

Students are assessed using a variety of techniques including written assignments, log book, demonstrations, observations and oral presentations. This will be completed during the two year course of study, and can contribute up to **4 credits towards your QCE**.

Additional cost to the Student Resource Scheme
Additional cost: **Year 11 and 12 -** $50 Agriculture shirt purchased through the Uniform Shop (optional). Students must wear PPE for practical assessment. **Year 11 and 12 -** Travel cost to external locations for practical assessments (cost per trip payable to the office as required). **Year 11 and 12 –** Option of a camp to external locations for practical assessments (payable to the office as required).

CPC20220 Certificate II in Construction Pathways

Vocational Education and Training

VET

RTO
Blue Dog Training – RTO Code: 31193

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government. Non-VETiS student contribution - $400 ($50 per term).

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

QCE Credits: 4 Core Credits

Description

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

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

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

Application

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

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

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.
Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.
For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools
For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

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

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

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

Core

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

Elective

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

Notes:

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

MEM20422 Certificate II in Engineering Pathways

Vocational Education and Training

VET

RTO
Sarina State High School – RTO Code: 30433

Rationale

This qualification provides students with a range of introductory vocational skills for in a variety of engineering and manufacturing environments. Students will have an array of opportunities to enhance their work readiness in an applied learning environment which may assist in securing an apprenticeship.

Course Structure

Total Units = 12 (4 core units + 8 elective units)

Core Units

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

Elective Units

MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE003	Use oxy-acetylene and soldering equipment
MSMSUP106	Work in a team

Assessment

Students will be assessed across practical projects, theory (safety) examinations and project logbooks. Students will need to meet minimum safety standards, including PPE (Personal Protective Equipment):

- Steel capped boots
- Long blue jeans/blue cotton drill pants
- Orange high visibility shirt (Purchased through the Uniform Shop)
- Eye and hearing protection (basic protection will be provided by the school).

This course can contribute up to **4 credits towards your QCE**.

Additional cost to the Student Resource Scheme
Subject Fee: **Year 11 and 12 -** $225 (Materials for student projects) **Additional Cost:** **Year 11 and 12 -** Orange high visibility school shirt can be purchased through the Uniform Shop for $50 (optional). Students must wear PPE in the workshop. **Total Program Fee: $225 over 2 years plus Orange high visibily shirt $50**

SIT20322 Certificate II in Hospitality

Vocational Education and Training

VET

RTO
Blueprint Career Development – RTO Code: 30978

SIT20322 – Certificate II in Hospitality

The opportunities in hospitality are as diverse as your favourite playlist! Imagine working in trendy restaurants, chill coffee spots, 5 star hotels, the latest nightclub or sizzling kitchen - Anywhere in the world!

This qualification is perfect for school students who are just getting started in hospitality. It develops basic skills to handle routine operational tasks, all under direct supervision.

Learning Zones

- Beverage preparation
- Customer interactions
- Food hygiene
- Preparing & presenting simple food
- Team collaboration & communication
- Responsible service practices
- Safe work routines
- Social & cultural awareness

Job Opportunities

- Barista
- Bartender
- Concierge
- Event assistant
- Food and beverage assistant
- Gaming assistant
- Kitchen assistant
- Receptionist



The program goes beyond the classroom, immersing students in thrilling real-world experiences. They will dive into hands-on projects and activities that connect them with their school's dynamic community while simulating actual business and hospitality settings. It's an adventure waiting to happen!

This program also includes the following:

- Develop key competencies for immediate employability in a licensed venue - RSA & RSG
- Engage in a minimum of 12 hospitality service periods
- Exclusive access to our immersive learning environment – Bluey's Café
- Student opportunities to take part in a 5-star Hospitality Experience Program

SIT20322 CERTIFICATE II IN HOSPITALITY

Delivered in partnership with Blueprint Career Development RTO 30978

Why study this course?

The **SIT20322 Certificate II in Hospitality** introduces students to the fast-paced and customer-focused hospitality industry. This practical course is suited to students interested in cafés, restaurants, events, tourism, accommodation, and food and beverage service.

Students will gain foundational skills and knowledge to support entry-level hospitality work and future study pathways.

Students will develop skills in:

- Customer service
- Food hygiene and safety
- Workplace health and safety
- Teamwork and communication
- Social and cultural awareness
- Responsible service practices

Pathway options may include:

This qualification may support pathways into roles such as:

- Barista
- Food and beverage assistant
- Café or restaurant team member
- Hospitality trainee or apprentice
- Further study in Hospitality

What will students achieve?

On successful completion, students may achieve:

- SIT20322 Certificate II in Hospitality
- Up to 4 QCE credits
- Skill development opportunities in RSA and RSG-related practices

Practical Placement / Shifts

As part of this course, students are required to complete 12 hospitality shifts to develop and demonstrate practical workplace skills in a real or simulated hospitality environment.

Other Information

Students who successfully complete the SIT20322 Certificate II in Hospitality may choose to continue their studies by enrolling in the SIT30622 Certificate III in Hospitality for an additional fee of $450

Units of Competency x 12

Unit code	Unit name
SITXWHS005	~~Participate~~ in safe work practices
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
BSBTWK201	Work effectively with others
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHCCC024	Prepare and present simple dishes
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHCCC025	Prepare and present sandwiches

Course Fees

VETiS-funded students
Eligible students may access QLD SAS VET in Schools funding for this qualification. Where eligibility requirements are met and VETiS funding is used, the course may be delivered at no cost to the student.

Fee-for-Service students
Students who are not eligible for VETiS funding, or who do not access VETiS funding for this course, may enrol on a Fee-for-Service basis.

Fee-for-Service cost: $1,320 per student

Additional cost to the Student Resource Scheme

Subject Fee:

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government. Non-VETiS student contribution - $1 320.

$200 per year for ingredients

Total Program Fee - $400 for 2 years + Non-VETiS contribution (if applicable)

BSB30120 Certificate III in Business + SIT20125 Certificate II in Tourism

VET

Vocational Education and Training

RTO
Binnacle Training – RTO Code: 31319



BSB30120 CERTIFICATE III IN BUSINESS + SIT20125 CERTIFICATE II IN TOURISM

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Units of Competency:
Dual Qualification - 21 Units (plus 2 Optional Additional Units*)

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$395.00 per person (Cert II qualification – $345.00 + Cert III Gap Fee – $50.00)

QCE Outcome:
Maximum 10 QCE Credits

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

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

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to the Tourism Industry **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Business Software Applications and Research › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › Research Report › WHS Processes at the 'Go! Regional' Travel Expo
TERM 3	**TOPICS** › Source, Use and Present Information on the Tourism and Travel Industry › Public Activities and Events **PROJECTS** › Tourism Industry Research › Present Information at an Industry Event
TERM 4	**TOPICS** › Providing Information to Visitors and Customers › Interacting with Customers › Showing Social and Cultural Sensitivity **PROJECTS** › Go! Travel VIP Information Evening › Interact with Customers at the Go! Travel Agency › Show Social and Cultural Sensitivity in the Tourism Industry
QUALIFICATION SCHEDULED FOR FINALISATION	**SIT20125 CERTIFICATE II IN TOURISM**
TERM 5	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 6	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7 PART 1	**TOPICS** › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal
TERM 7 PART 2 (Optional)	**TOPICS** › Designing and Producing Presentations **PROJECTS** › Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the Internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services).
Access Binnacle's Product Disclosure Statement here.

Additional cost to the Student Resource Scheme

Subject Fee:

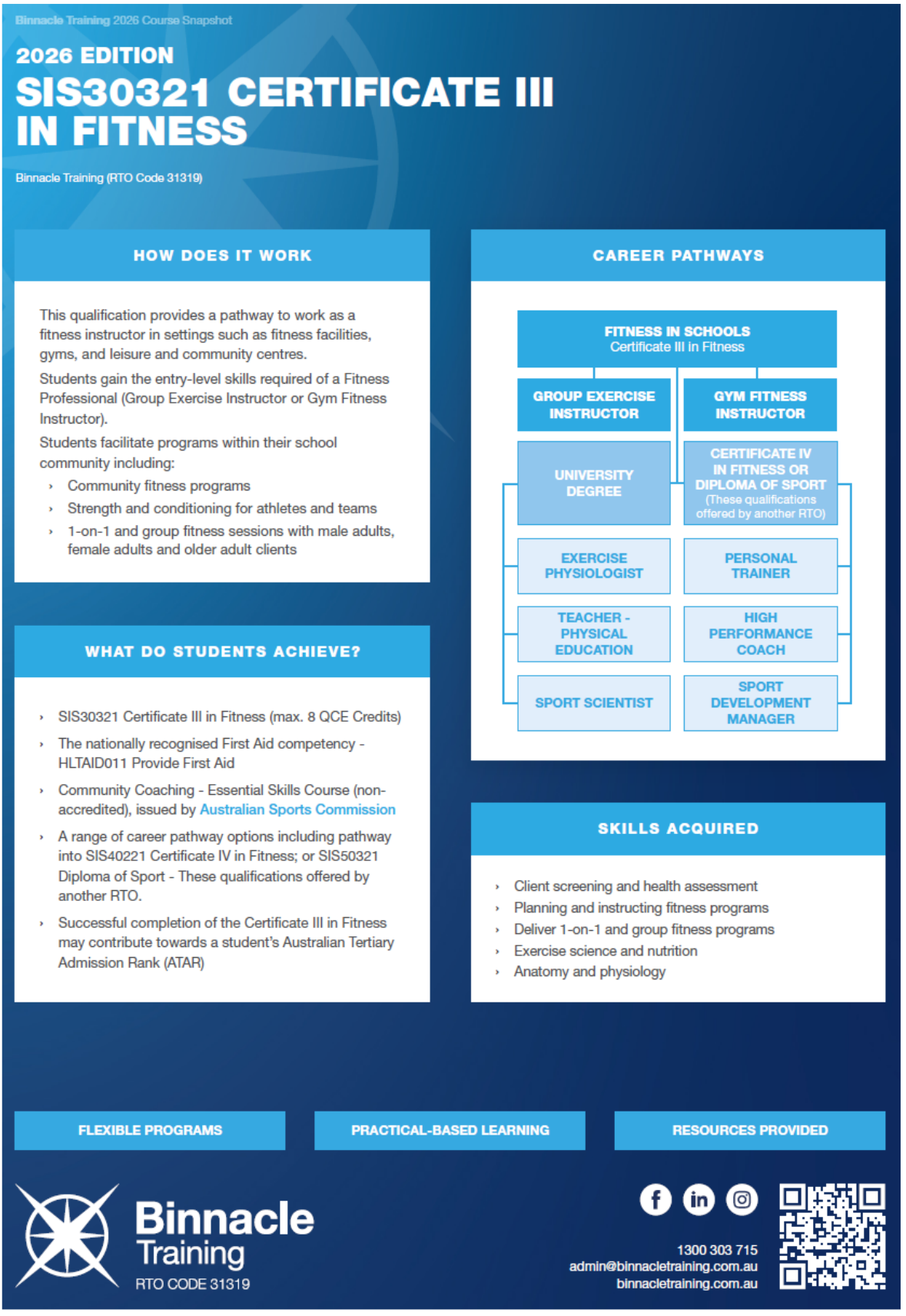
Fee for service - $395

SIS30321 Certificate III in Fitness

Vocational Education and Training

VET

RTO
Binnacle Training – RTO Code: 31319



SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$495.00 per person **(+ First Aid $75.00)**

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation **PROGRAMS** › Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
TERM 5	**TOPICS** › Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients (including Older Adults) **PROGRAMS** › Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Conduct a Group Session
TERM 7	**TOPICS** › N/A (Practical Term) **PROGRAMS** Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

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

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Additional cost to the Student Resource Scheme

Subject Fee
Fee for service - $495.
$75 First Aid
Total Program Fee: $570

AUR20720 Certificate II in Automotive Vocational Preparation

Vocational Education and Training

VET

RTO
Axial Training and International College – RTO Code: 2437

This is an introductory qualification which covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components, systems of vehicles and powered equipment. The course will suit students who enjoy mechanical processes and problem solving and may lead to employment in the broader automotive industry.

Course Duration: 1 school year
Work Experience: 15 days minimum
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $310 (covers work placement fees)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Senior Students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government. Non-VETiS student contribution - $3 930.

COMPETENCY CODE	COMPETENCY TITLE	C/E
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	C
AURAFA103	Communicate effectively in an automotive workplace	C
AURAFA104	Resolve routine problems in an automotive workplace	C
AURASA102	Follow safe working practices in an automotive workplace	C
AURETR103	Identify automotive mechanical systems and components	C
AURTTK102	Use and maintain tools and equipment in an automotive workplace	C
AURLTA101	Identify automotive mechanical systems and components	C
AURETR006	Solder electrical wiring and circuits	E
AURTTA002	Assist with automotive workplace activities	E
AURETR115	Inspect test and service batteries	E
AURTTA127	Carry out basic vehicle servicing operations	E
AURLTJ003	Remove and replace wheel and tyre assemblies	E

How to apply
Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?
Contact your school VET Co-ordinator and IT&D Head of Department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 4898 0333.

171 Boundary Road, Ooralea 4740
PO Box 5667 Mackay Mail Centre 4740
Ph. 07 4898 0333
www.mec.eq.edu.au
admin@mec.eq.edu.au

UEE22025 Certificate II in Electro Technology (Career Start)

Vocational Education and Training

VET

RTO
Major Training – RTO Code: 6139

The course is ideal for students wanting to gain an insight into the electrical industry and the course will suit students who enjoy problem solving, working with technology and who want a career in the Electrotechnology industry.

Course Duration: 1 week, Year 10, Term 4, Week 9, and 1 school year for duaration of Year 11
Work Experience: Minimum 1 week per term (20 days total)
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $310.00 (covers work placement fees)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government. Non-VETiS student contribution - $5 230.

COMPETENCY CODE	COMPETENCY TITLE
UEECD0007	Apply Work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single paths circuits
UEECD0052	Use of routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
CPCWHS1001	Work safely in the construction industry
HLTAID009	Provide cardiopulmonary resuscitation
BSBOPS203	Deliver a service to customers
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electro technology equipment
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEECO0002	Maintain documentation
UEERE0087	Provide basic sustainable energy solutions for energy management in residential premises

How to apply
Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?
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MEM20422 Certificate II in Engineering Pathways

Vocational Education and Training

VET

RTO
Axial Training and International College – RTO Code: 2437

This course provides students with a range of introductory vocational skills for in a variety of engineering and manufacturing environments. Students will have an array of opportunities to enhance their work readiness in an applied learning environment which may assist in securing an apprenticeship.

Course Duration: 2 school years (1 day per week)
Work Experience: Minimum 1 week per term (7 weeks total over 2 years)
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $310.00 per year approx. (covers work placement fees)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who met the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government. Non-VETiS student contribution - $5 230.

COMPETENCY CODE	COMPETENCY TITLE	PLANNED COMMENCEMENT	
		1st year	2nd year
MEM13015	Work safely and effectively in manufacturing and engineering	✓	
MEMPE005	Develop a career plan for the engineering and manufacturing industry	✓	
MEMPE006	Undertake a basic engineering project	✓	
MSMENV272	Participate in environmentally sustainable work practices		✓
MEM16006	Organise and communicate information		✓
MEM18001	Use hand tools	✓	
MEM18002	Use power tools/handheld operations	✓	
MEMPE001	Use engineering workshop machines		✓
MEMPE002	Use electric welding machines	✓	
MEM11011	Undertake manual handling		✓
MEMPE007	Pull apart and reassemble engineering mechanism	✓	
MEMPE003	Use oxy/acetylene and soldering equipment	✓	

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET Co-ordinator and IT&D Head of Department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 4898 0333.

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admin@mec.eq.edu.au

CHC30121 Certificate III in Early Childhood Education and Care

VET

Vocational Education and Training

RTO
Cairns Training Academy – RTO Code: 30857

Course Details

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgment to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.auAll persons (Employees and Volunteers) will require a Blue Card https://www.bluecard.qld.gov.au/

To achieve this qualification, the individual must have completed **a total of least 160 hours of work in a regulated children's education and care service in Australia** as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Student Selection	**Persons with the language, literacy & numeracy skills to fulfil their job role & complete course AND students must meet industry vaccination mandates**

Job Roles	Course Pathways
Early Childhood Educator	CHC30121 is a prerequisite for Diploma of Early Childhood Education and Care.
Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role
Student Intake	As per individual school VET enrolment policy
Delivery Mode	As per individual school VET timetable and chosen VET delivery mode
Course Duration	As per individual school VET timetable over years 10 to 12

Fees

Details of fees are supplied in the course pre-enrolment induction and in the information brochure for each course and are discussed prior to enrolment. Please consult with the course adviser at your school for further information. Students must pay their fees as requested by their school usually on a term-by-term basis to ensure enrolment remains open and current. This includes:

- Students pay as they go across a maximum of seven terms.
- Students MUST enrol in the course they are accessing and remain financial throughout their enrolment.
- All fees must be paid before students gain their qualification and /or other results.
- All fees must be paid before student data is submitted into the AVETMISS database.

Funded Training - CTA abides by State and Commonwealth Government contractual requirements relating to any student fee contribution and or full or partial exemption of fees for funded courses and any other conditions relating to funding including any fees paid in advance if this should occur in relevance to VETiS.

Refund Policy - CTA strives at all times to be fair and equitable to students. Our policy does not provide for refunds once a school notifies CTA of your enrolment intentions. This is due to the course already being heavily discounted through the partnership arrangement with your school. However, you can cancel your enrolment at any time however your term fees that have already been paid will not be refunded. Be assured though you do not have to pay any further fees to CTA upon CTA being in receipt of your student cancellation form.

Circumstances where a refund is automatic.

- CTA enrols students and accepts their fees, then cancels the course.

Additional Fee Charges:

- School students who are still enrolled after graduating from school will revert to normal course fee status.
- Reissuing of results and qualifications will incur a $55.00 fee.

Resources

Online delivery - Learning and assessment resources are available online 24/7.

Outcome

On successful completion of all units within this qualification, participants:

- May receive a Certificate III in Early Childhood Education and Care (dependent on the success of completion)
- May be awarded up to 8 QCE points.
- Can seek employment as a qualified Educator.
- Could benefit from enhanced tertiary options as the CHC30121 Certificate lll may contribute to your ATAR
- Diploma eligible as CHC30121 is a pre-requisite for CHC50121 Diploma of early childhood education and care

Industry Placement

Students enrolling in this program will be required to demonstrate their skills during a **minimum, mandatory 160 hours of placement in a regulated early childhood education and care service in Australia.**

How is the Course Delivered & Assessed?

Teachers (School-based trainer/assessors) will deliver the training and assess competence following the RTO (Cairns Training Academy) procedures. Students will access learning resources and assessments on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a regulated Early Childhood setting during 160 hours of mandatory placement. Teachers (School-based trainer/assessors) will determine competence against each unit by following CTA guidelines which includes through gathering evidence from the workplace supervisor that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Credit Transfer (CT)

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit(s) of competency you are seeking credit for.

Units (15 Core units plus 2 Elective units)

Unit Code	Unit Title	
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support Children's health, safety and well being	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander people culture	Core
CHCECE055	Meet legal and ethical obligations in children's education and Care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT025	Identify and report children and young people at risk	Core
HLTAID012	Provide an emergency first aid response in an education and care setting	Core

HLTWHS001	Participate in work health and safety	Core
HLTFSE001	Follow basic food safety practices	Elective
CHCPRP003	Reflect on and improve own professional practice	Elective

Additional cost to the Student Resource Scheme

Subject Fee:
$750 payable to RTO.
$150 Provide First Aid in an Education and Care Setting
Additional Cost:
$35 Optional Early Childcare Practical Placement Polo Shirt purchased through the Administration Office.
Total Program Fee: $900 for 2 years

HLT23221 Certificate II in Health Support Services

Vocational Education and Training

VET

RTO
Connect ‘n’ Grow – RTO Code: 40518

HLT23221

Certificate II in Health Support Services



Designed for senior high school students to gain an understanding of the Health Industry.

The HLT23221 Certificate II in Health Support Services will provide students with a basic understanding of the skills reflecting the role of workers who provide support for the effective functioning of health services.

Course Length:	6 months to 1 Year
Designed For:	Year levels 10, 11, or 12
Study Mode:	Classroom and project-based learning, online learning (self-study)
Payment Options:	VETiS funding options available if eligible or fee for service
Units of Competency:	12 Units (4 Core and 8 Elective Units)
QCE Credit Outcome:	Maximum of 4 QCE Credits

- **6 months to 1 Year Program**
- **Funding Available**
- **Nationally Recognised Qualifications**

Connect ‘n’ Grow®
A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION
RTO 40518

Nationally Recognised Training

Skills Assure



What students achieve

- HLT23221 Certificate II in Health Support Services
- Nationally recognised qualification
- QCE credits towards Senior Certificate of Education (QCE)
- Pathway into further study and employment

Skills acquired

- Conduct basic health checks
- Infection Control
- Customer service
- Working with diverse people
- Communication skills
- Organising daily work schedules
- Working in teams
- Workplace health & safety
- Routine stock maintenance

Pathways to further study

- HLT33115 Certificate III in Health Services Assistance
- HLT33021 Certificate III in Allied Health Assistance
- CHC32015 Certificate III in Community Services
- CHC33021 Certificate III in Individual Support

Employment

Health Support Services reflects the role of workers who provide support for the effective functioning of health services. At this level, workers complete tasks under supervision involving known routines and procedure or complete routine and variable tasks in collaboration with others in a team environment.

Want to know more?

Scan the QR code or contact us:
schools@connectngrow.edu.au
1300 283 662

SCAN ME!

CrGNAT/BDSCP-01_MM06 V3.00

Additional cost to the Student Resource Scheme
Subject Fee Fee for service - $599

HLT33115 Certificate III in Health Services Assistance

Vocational Education and Training

VET

RTO
Connect ‘n’ Grow – RTO Code: 40518

HLT33115

Certificate III in Health Services Assistance



Designed for senior high school students to develop entry-level skills in the Health Industry.

The HLT33115 Certificate III in Health Services Assistance equips students with foundational knowledge and skills to support health professionals in client care, with elective units contextualized for a secondary school environment.

Course Length:	6 months to 1 Year
Designed For:	Year levels 11 or 12
Study Mode:	Classroom and project-based learning, online learning (self-study)
Payment Options:	Fee for service
Units of Competency:	15 Units (7 Core and 8 Elective Units)
QCE Credit Outcome:	Maximum of 8 QCE Credits

- ✓ **6 months to 1 Year Program**
- ✓ **Nationally Recognised Qualifications**

Connect ‘n’ Grow®
A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION
RTO 40518

Nationally Recognised Training

Skills Assure



What students achieve

- HLT33115 Certificate III in Health Services Assistance
- Nationally recognised qualification
- QCE credits towards Senior Certificate of Education (QCE)
- First Aid and CPR Certificate
- Pathway into further study and employment

Skills acquired

- Recognise healthy body systems
- Interpret and apply medical terminology
- Working with diverse people
- Health promotion
- Conducting health checks
- Infection control
- Customer service
- Individualised support

Pathways to further study

A range of other certificate level qualifications in:

- Health
- Community Services
- Disability
- Aged Care
- Health administration

Tertiary level qualifications:

- Bachelor Degree

Employment

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

Want to know more?

Scan the QR code or contact us:
schools@connectngrow.edu.au
1300 283 662

SCAN ME!

CnGNAT/SD/SOP-01_MM07 V3.00

Additional cost to the Student Resource Scheme
Subject Fee Fee for service - $599

22688VIC Course in Initial General Education for Adults / 22689VIC Certificate I in General Education for Adults (Introductory) / 22690VIC Certificate I in General Education for Adults / 22691VIC Certificate II in General Education for Adults

VET

Vocational Education and Training

RTO
Vocational Training Queensland – RTO Code: 45576

22688VIC Course in Initial General Education for Adults

ACSF Pre-Level 1 – Level 1

Course in Initial General Education for Adults provides learners who have low literacy and numeracy skills with the opportunity to build confidence, re-engage with learning and access a pathway into AQF qualifications.

22688VIC Course in Initial General Education for Adults

This course has **11** units of competency. ACSF Level 1

CGEA COURSE IN INITIAL		
CORE	**READY SET GO** VU23753 Develop strategies for learning	**READ IT** VU23755 Engage with short simple texts for learning purposes
LITERACY	**WRITE IT** VU23760 Create short simple texts for learning purposes **IN THE ZONE** VU23754 Engage with short simple texts for personal purposes VU23759 Create short simple texts for personal purposes **STRONGER TOGETHER** VU23757 Engage with short simple texts to participate in the community VU23762 Create short simple texts to participate in the community	NUMERACY **MAD MACHINES** VU23763 Work with numbers in highly familiar situations **WALK ON THE WILD SIDE** VU23768 Work with data in highly familiar situations **BUDGET OR BUST** VU23764 Work with money in highly familiar situations **SNACK ATTACK** VU23766 Work with measurement in highly familiar situations

Additional cost to the Student Resource Scheme
Subject Fee $250.00 total course fee

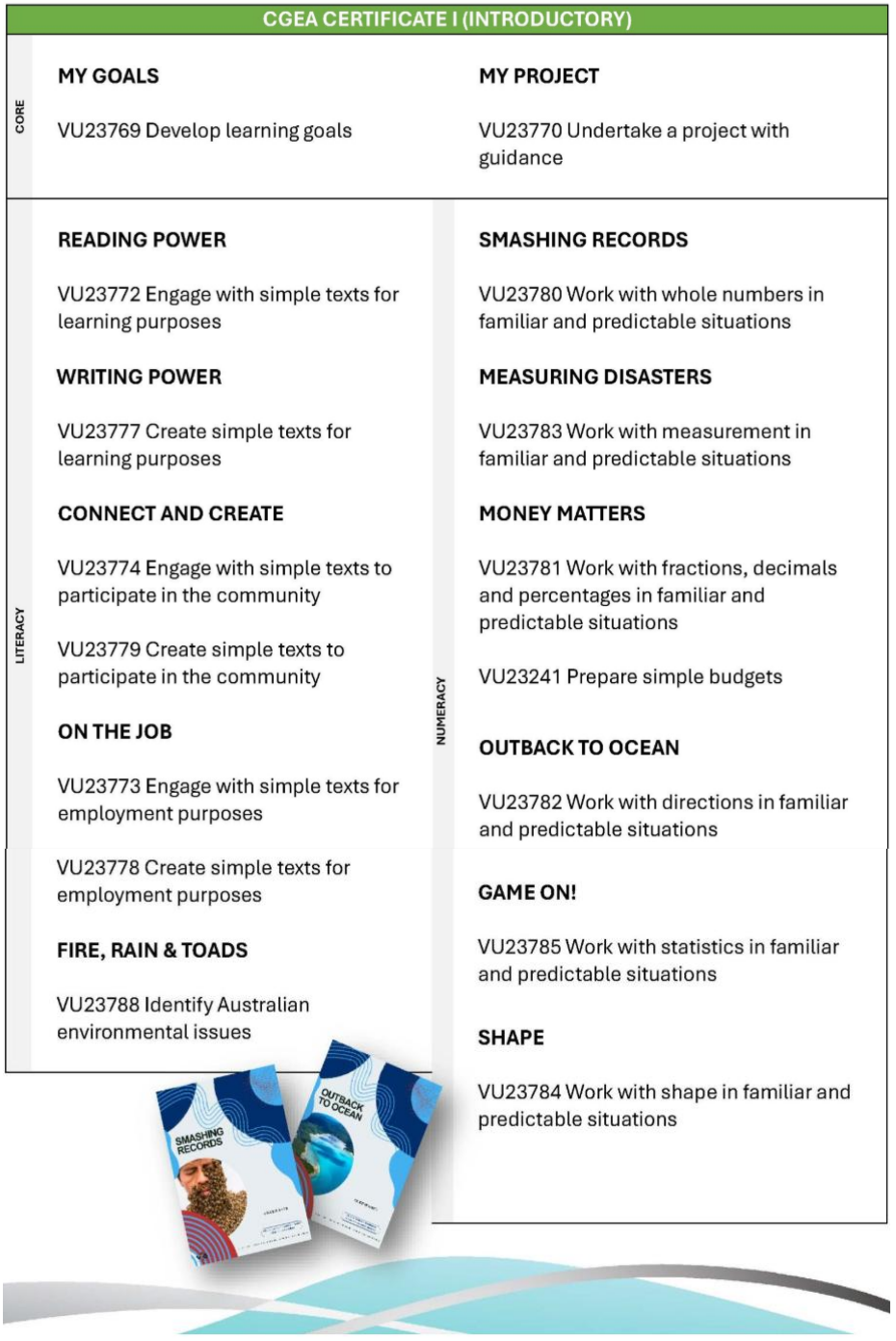
22689VIC Certificate I in General Education for Adults (Introductory)

ACSF Level 2 | 3 QCE Points

Certificate I in General Education for Adults (Introductory) outcomes focus on the development of literacy skills to create and engage with personally relevant simple, familiar and predictable paper based and web based text types and mathematical knowledge to apply numeracy skills in everyday familiar situations and to develop learning goals.

22689VIC Certificate I in General Education for Adults (Introductory)

This course has **16** units of competency. ACSF Level 2



Additional cost to the Student Resource Scheme
Subject Fee $250.00 total course fee

22690VIC Certificate I in General Education for Adults

ACSF Level 3 | 3 QCE Points | AQF Level 1

Certificate I in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and less familiar paper based and web based text types of limited complexity. The focus is on reading, interpreting and evaluating everyday texts and developing mathematical knowledge to apply numeracy skills in everyday familiar situations. Skills and knowledge are applied to develop and document a learning plan and prepare a portfolio.

22690VIC Certificate I in General Education for Adults

This course has **16** units of competency. ACSF Level 3

CGEA CERTIFICATE I

CORE

MY LEARNING PLAN

VU23793 Develop and document a learning plan

PLAN, DO, REVIEW

VU23794 Plan and undertake a project

LITERACY

REAL LIVES, REAL STORIES

VU23796 Engage with texts of limited complexity for learning purposes

VU23801 Create texts of limited complexity for learning purposes

MY COMMUNITY

VU23798 Engage with texts of limited complexity to participate in the community

VU23803 Create texts of limited complexity to participate in the community

WORK IT

VU23797 Engage with texts of limited complexity for employment purposes

VU23802 Create texts of limited complexity to participate in the workplace

GET MOVING

VU23816 Investigate driving and owning a car

NUMERACY

COSMIC CALCULATIONS

VU23804 Work with numbers in familiar and some less familiar situations

SURVIVOR

VU23806 Work with measurement in familiar and some less familiar situations

MISSION DATA

VU23807 Work with and interpret statistical information in familiar and some less familiar situations

JOURNEYS AND QUESTS

VU23805 Work with and interpret directions in familiar and some less familiar situations



ELECTIVES

KNOW YOUR RIGHTS

VU23815 Investigate the legal system

KEEPING HEALTHY

VU23791 Identify features of personal healthcare

LISTEN UP

VU23799 Participate in spoken interactions of limited complexity

Additional cost to the Student Resource Scheme
Subject Fee $250.00 total course fee

22691VIC Certificate II in General Education for Adults

ACSF Level 4 | 4 QCE Points | AQF Level 2

Certificate II in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and unfamiliar complex texts types. The focus is on interpreting and creating a range of structurally intricate paper based and web-based text types which may include some specialisation and to apply knowledge of everyday and formal numeracy in a range of contexts. Outcomes also focus on the skills and knowledge to conduct a project and to investigate pathways and develop, implement and review a learning plan.

22691VIC Certificate II in General Education for Adults

This course has **11** units of competency. ACSF Level 4

CGEA CERTIFICATE II

CORE

NEXT STEPS

VU23817 Research pathways and produce a learning plan

MASTERING PROJECT DELIVERY

VU23818 Research, implement and review a project

LITERACY

MUSIC AND LYRICS

VU23820 Engage with complex texts for learning purposes

VU23825 Create complex texts for learning purposes

STREET ART

VU23822 Engage with complex texts to participate in the community

VU23827 Create complex texts to participate in the community

LAND DOWN UNDER

VU23834 Investigate features of Australian culture

NUMERACY

SECRETS, CODES & MYSTERIES

VU23830 Work with number and algebra in less familiar situations

MEASURE LIKE A BOSS

VU23828 Work with measurement and geometry in less familiar situations

FUEL, FITNESS & FIGURES

VU23829 Work with statistics and probability in less familiar situations

SAVE MONEY

FNSFLT212 Develop and use savings plans



Additional cost to the Student Resource Scheme
Subject Fee $250.00 total course fee

Senior School Studies Policy

Pre-requisite Requirements for Senior Subjects for Students commencing Year 11 in 2027

Sarina State High School applies pre-requisites to senior subjects. Pre-requisites are applied to ensure students select courses in which they have the most capability to be successful.
Note that students need to demonstrate at least a C standard in English to undertake any General subject in Year 11.

ATAR PATHWAY – Subject Selections

ATAR PATHWAY			
Learning Area	**Year 10**	**Year 11 & 12**	**Subject Type**
English	English (Pre-requisite – B Standard)	English	General
Mathematics	Mathematics (Pre-requisite – C Standard)	General Mathematics	General
	Mathematics Extension (Pre-requisite – B Standard)	Mathematical Methods	General
		Specialist Mathematics	General
Science	Science Extension A – Term 4 only (Pre-requisite – C Standard)	Biology	General
	Science Extension B – Term 4 only (Pre-requisite – C Standard)	Physics	General
		Chemistry	General
		Biology	General
Humanities	English (Pre-requisite – C Standard)	Ancient History	General
		Legal Studies	General
		Certificate III in Business + Certificate II in Tourism	VET
Health	English (Pre-requisite – C Standard)	Physical Education	General
		Certificate III in Early Childhood Education and Care	VET
		Certificate III in Fitness	VET
		Certificate III in Health Services Assistance	VET
Arts	English (Pre-requisite – C Standard)	Visual Art	General

ATAR PATHWAY	Select a combination of the following: • 6 x General subjects • 5 x General subjects + 1 x VET (Certificate III) • 4 x General subjects + 2 Applied Subjects • 4 x General subjects + 1 Applied Subjects + 1 VET (Certificate III) • 4 x General subjects + 2 VET (Certificate III)

ATAR

QTAC will calculate ATARs based on either:

Best five QCAA General subjects	**OR**	Best four QCAA General subjects + The best result in a: QCAA Applied or Certificate III or Certificate IV or Diploma or Advanced diploma

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility.

ATAR will require **satisfactory completion** of a QCAA **English subject**.

Satisfactory completion will require students to attain a result that is equivalent to a **Sound Level** of Achievement in one of five English subjects — English or Essential English are offered at Sarina State High School.

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

WORKFORCE PATHWAY - Subject Selections

VOCATIONAL PATHWAY			
Learning Area	**Year 10**	**Year 11 and 12**	**Subject Type**
English	English Foundation	Essential English	Applied
Mathematics	Mathematics	Essential Mathematics	Applied
Science	Science Foundation – Term 4	Aquatic Practices	Applied
Humanities and Social Sciences	English (Pre-requisite – C standard)	Social and Community Studies	Applied
		Certificate III in Business + Certificate II in Tourism	VET
		Tourism	Applied
		Business Studies	Applied
Health	Recreation and Sport	Sport and Recreation	Applied
		Certificate II in Health Support Services	VET
	Health and Physical Education (Pre-requisite – C Standard) OR Recreation and Sport (Pre-requisite – C standard) OR English – Semester 1 (Pre-requisite – C Standard)	Certificate III in Fitness	VET
	English – Semester 1 (Pre-requisite – C Standard)	Certificate III in Early Childhood Education and Care	VET
	Food Specialisations	Certificate II in Hospitality	VET
Technologies	Certificate I in Agriculture	Certificate II in Agriculture	VET
	Certificate I in Manufacturing (Pathways)	Certificate II in Engineering Pathways	VET
	Materials and Technologies Specialisations	Certificate II in Engineering Pathways	VET
		Furnishing Skills	Applied
		Building and Construction Skills	Applied
		Certificate II in Engineering Pathways (Mackay Engineering College - Application Required)	VET
		Certificate II in Automotive (Mackay Engineering College - Application Required)	VET
		Certificate II in Electro-technology (Career Start) (Mackay Engineering College - Application Required)	VET
The Arts		Visual Arts in Practice	Applied

2027/2028 - Year 11 and 12 students:

- MUST study either English OR Essential English.
- MUST study either Essential Mathematics, General Mathematics OR Mathematic Methods.
- MUST study **6 subjects** in both Year 11 and 12. Choose any combinations of six subjects that match their pathway.
- It is **compulsory** (Syllabus Requirement) that students wanting to study Specialist Mathematics also study Mathematical Methods.
- It is recommended that students wanting to study Physics also study Mathematical Methods.

Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.

If you have any concerns or have reason to request Sarina State High School waive the pre-requisite, you will need to make an appointment with Mr Matt Allen, Deputy Principal and the Curriculum Head of Department.

QCE Credit and Duplication of Learning

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

Applied subjects and Certificate II level VET qualifications that have ***similar subject matter*** and learning goals (as determined by the QCAA) are considered ***duplication of learning*** as outlined in the following table (Sarina State High School Offerings).

Students **ARE NOT** able to select **BOTH** subjects.

Sarina State High School Offerings	
Building & Construction Skills	CPC20220 Certificate II in Construction Pathways
Business Studies	BSB20120 Certificate II in Workplace Skills
Tourism	SIT20122 Certificate II in Tourism

VET Qualifications

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest level qualification in the Core category of learning will contribute credit towards a QCE.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.