Senior Phase Subject Handbook



* The subject levies listed in this book are **proposed for 2026.**

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

191325

Principal's Introduction

There is no doubt that your senior years of high school, your final two years, are the years you will remember for the rest of your lives.

2019 was the first year of implementation of the new Senior system in Queensland. The new Senior system means new subjects, new syllabuses and a new external examination regime.

21st century skills
To prepare students for future opportunities, teaching, learning and assessment must respond to economic and social conditions. The new syllabuses incorporate the skills identified in research as essential for living, learning and working in the 21st century and build on skills explored in the P–10 Australian Curriculum. In General subjects, students will have many opportunities to learn and practice 21st century skills, and to demonstrate achievement in them.

Literacy and numeracy skills

The new syllabuses increase emphasis on making sure students have high level literacy and numeracy skills, embedding them in each subject syllabus. This complements the focus on 21st century skills.

• Literacy refers to the knowledge and skills about language and texts essential for understanding and conveying information.

• Numeracy refers to the knowledge and skills students need to use mathematics in a range of situations, and recognise and understand the role of mathematics in the world.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) remains the goal for all students to achieve by the end of Year 12. The QCE marks the achievement of a known educational standard and is increasingly expected of all school leavers by employers.

Our goal for each student is to achieve the QCE by the end of Year 12 as well as for every student to have mapped out a clear pathway from school to beyond – either work, training or further education.

At Flagstone State Community College, we offer a range of General and Applied subjects as well as Vocational Education & Training Certificates that will ensure our students are well equipped with the necessary skills so that all our students can embark on productive pathways beyond school.

I wish you well in your senior years of learning.

Adam Richter
Principal

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.

Senior subjects

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

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through 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 General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

QCAA senior syllabuses

English

Applied

- Essential English

General

- English

Health and Physical Education

Applied

- Sport & Recreation

Humanities and Social Sciences

Applied

- Tourism

General

- Ancient History
- Business
- Geography
- Modern History

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods

Sciences

Applied

- Science in Practice

General

- Biology
- Chemistry
- Physics
- Agriculture

Technologies

Applied

- Hospitality Practices
- Industrial Technology Skills
- Information & Communication Technology

The Arts

Applied

- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice
- Dance in Practice
- Drama in Practice

General

- Music

Vocational Education

- Certificate III Fitness
- Certificate II in Health Support Services / Certificate III Health Services Assistance
- Certificate II / III Hospitality
- Certificate II Electrotechnology (Career start)
- Certificate II Work Skills and Vocational Pathways
- Certificate II in Construction Pathways
- Certificate II Engineering Pathways
- Certificate IV in Justice

Essential English

Applied senior subject

Applied

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts 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. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

Contact:

Michaela Simmonds

Head of Department - English

English

General senior subject

General

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 are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They 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. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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/signer/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 • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Contact:

Michaela Simmonds

Head of Department - English

Sport & Recreation

Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:kfitness

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.

Contact:

Connor Taylor

Head of Department - Health and Physical Education

Tourism

Applied senior subject

Applied

Tourism studies enable 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.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

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:

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Contact:

Carter Fontaine

Head of Department - Humanities

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic

Unit 1	Unit 2	Unit 3	Unit 4
• Ancient societies — Beliefs, rituals and funerary practices.	• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	• Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

This subject has a prerequisite of a C result or above in English

Contact:

Carter Fontaine

Head of Department - Humanities

Business

General senior subject

General

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

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

Assessment

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

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

Summative assessments

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

This subject has a prerequisite of a C result or above in English

Contact:

Carter Fontaine

Head of Department - Humanities

Geography

General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Contact:

Carter Fontaine

Head of Department - Humanities

Modern History

General senior subject

General

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919	**National experiences in the modern world** • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936

Unit 1	Unit 2	Unit 3	Unit 4
• Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

This subject has a prerequisite of a C result or above in English

Contact:

Carter Fontaine

Head of Department - Humanities

Essential Mathematics

Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

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:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

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

Contact:

Chloe Lutter

Head of Department - Mathematics

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:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative assessments

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• Examination</td><td>15%</td></tr>
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• Examination</td></tr>
</table>

Contact:

Chloe Lutter

Head of Department - Mathematics

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:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion • 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

Assessment

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

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

Summative assessments

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• Examination</td></tr>
</table>

Contact:

Chloe Lutter

Head of Department - Mathematics

Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

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

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	At least three different components from the following: • written: 200–300 words • spoken: 1½ – 2½ minutes • multimodal – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: – 20–30 minutes – 50–250 words per item.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Contact: Sam Augur - Head of Department Science

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Contact:

Sam Augur

Head of Department - Science

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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).

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• Examination</td></tr>
</table>

Contact:

Sam Augur

Head of Department - Science

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 matter 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

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• Examination</td></tr>
</table>

Contact:

Sam Augur

Head of Department - Science

Hospitality Practices

Applied senior subject

Subject Fees $135.00 Year 11

Subject Fees $135.00 Year 12

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming.

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment.

Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

Units of Study

Unit 1 – Bar and Barista Basics	**Unit 2 – Culinary Trends**
Step into café and bar service. Students learn to prepare beverages, including coffee, and deliver quality customer service in real in Foxie's Café. They plan, produce, and evaluate service experiences while developing practical barista and bar service skills.	Explore what's shaping the future of food. Students investigate culinary trends and apply hospitality skills to create modern menu items and dining experiences that reflect current industry practice. They plan, produce, and evaluate food products while responding to real-world hospitality briefs..
Unit 3 – Casual Dining	**Unit 4 – Formal Dining**
Explore the fast-paced world of cafés and casual dining. Students prepare and serve food using industry-standard skills. They develop practical food service, teamwork, and customer service skills, while planning, producing, and evaluating menu items and dining experiences.	Experience the world of high-end hospitality. Students prepare and serve food in formal dining settings while developing advanced skills in presentation, service, and customer experience.

Structure

Hospitality Practices is a four-unit course of study.

Units may include:
• Culinary Trends • Bar and Barista Basics • In-house Dining • Casual Dining • Formal Dining • Guest Services

Assessment

Assessment for each unit will include:
• Practical Demonstration • Project

Entry Requirements

Preference will be given to those students who have achieved a good standard of work in Year 10 Food Technology. Student attitude, class behaviour, interest and work ethic will be considered. Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, a high-risk activities form must be completed, signed and return to the College. OnGuard safety training modules must also be completed within the first two weeks of enrolment.

Assessment

Assessment for each unit will include:
• Practical Demonstration • Project

Contact: Steve Harris

Head of Department - IT & Technology

* The subject levies listed in this book are **proposed for 2027.**

Industrial Technology Skills

Applied senior subject

Subject Fees $100.00 per year

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.

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

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

Pathways

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

Objectives

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

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

Structure

Industrial Technology Skills is a **four-unit** course of study. The course of study may be developed from four of the following options, with units drawn from at least two industrial sectors and no more than two units from each.

Unit title
Site preparation and foundations (Building & Construction Skills)
Framing and cladding (Building & Construction Skills)
Fixing and finishing (Building & Construction Skills)
Welding and fabrication (Engineering Skills)
Sheet metal working (Engineering Skills)
Furniture-making (Furnishing Skills)

Assessment

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

- Practical demonstrations
- Projects

Entry Requirements

Preference will be given to those students who have achieved a good standard of work in Year 10 Design and Technology. Student attitude, class behaviour, interest and work ethic will be considered. Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, a high-risk activities form must be completed, signed and return to the College. OnGuard safety training modules must also be completed within the first two weeks of enrolment.

Contact:
Steve Harris
Head of Department - IT & Technology

* The subject levies listed in this book are proposed for 2027.

Information & Communication Technology

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

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

Structure

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

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

Assessment

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

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

Entry Requirements

Preference will be given to those students who have achieved a satisfactory standard of work in Year 10 Digital Technologies. Student attitude, class behaviour, interest and work ethic will be considered.

Contact:
Steve Harris
Head of Department - IT & Technology

Media Arts in Practice

Applied senior subject

Subject Fees = $10.00 Year 11

Subject Fees = $10.00 Year 12

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

Structure

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

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

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

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

Project	Media artwork
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions.	• variable conditions

Course Overview

Unit A	Unit B	Unit C	Unit D
Personal viewpoints Students explore how media arts express social values and attitudes by creating personalized media artworks responding to societal issues. They investigate media techniques, consider audience engagement, and use authentic contexts to communicate ideas, challenge perspectives, and inspire action.	**Representations** Students explore how media artworks alter or challenge representations of reality, creating works for social media or gaming platforms. They experiment with media language and techniques to develop original pieces that inform, entertain, or critique existing representations, while considering audience engagement and context.	**Community** Students explore how media arts can celebrate, advocate for, or inform audiences about communities. They create media artworks focused on people, events, or issues within a community, working individually or collaboratively to communicate ideas and raise awareness in authentic contexts.	**Persuasion** Students explore persuasive techniques in media arts by creating and pitching media artworks for specific audiences or clients. They study marketing trends and use media language and technology to advertise, promote, or encourage action, working individually or collaboratively in authentic contexts.

Contact:

Doris Sung

Head of Department - Arts

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

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

Project	Performance	Composition
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: up to 5 minutes, or signed equivalent – written: up to 600 words • performance: variable conditions • composition: variable conditions.	• music performance: up to 4 minutes • planning and evaluation of performance	• manipulating existing sounds/ arranging and creating: up to 3 minutes or equivalent section of a larger work • planning and evaluation of composition

Course Overview

Unit A	Unit B	Unit C	Unit D
Music of Today Students explore contemporary music by developing skills in performance, composition, and song writing across various genres. They collaborate using digital technologies and virtual platforms, rehearse and refine musical ideas, and participate in community and online music events. The unit also focuses on safe and responsible use of digital tools and helps students grow as independent artists.	**The Cutting Edges (Music Technology)** Students explore music technology to compose and perform contemporary music, experimenting with digital tools and techniques. They develop technical skills, collaborate on projects, and engage with industry professionals while learning to use technology safely and responsibly. The unit supports growth as innovative, independent artists.	**Building Your Brand** Students explore the music industry and develop their own artistic brand by studying current genres, industry practices, and marketing strategies. They build skills in composition and performance, collaborate with peers, and engage in real-world music experiences while learning to use digital technologies ethically and responsibly.	**Live on Stage** Students explore commercial music by making, performing, and analysing music used in entertainment and media. They develop technical and compositional skills, collaborate with others, and engage with live and virtual music events while learning to use technologies safely and responsibly.

Contact:

Doris Sung

Head of Department - Arts

Visual Arts in Practice

Applied senior subject

Subject Fees $105.00 per year * – for art materials used in class and assessment

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Assessment

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

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

Project	Resolved artwork
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of idenified skills to the production of artworks.

A project consists of:
• a product component: variable conditions
• at least one different component from the following
  – written: up to 600 words
  – spoken: up to 4 minutes, or signed equivalent
  – multimodal
  ▪ non-presentation: up to 5 minutes, 8 A4 pages max (or equivalent)
  ▪ presentation: 3–6 minutes.
	• variable conditions
	• experimental folio
	  – up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based
	• resolved artwork
	  – 2D, 3D, digital (static) and/or time-based media: up to 4 artworks
	• prototype artwork
	  – 2D, 3D, digital (static) and/or time-based media: up to 4 artworks

Course Overview

Unit A	Unit B	Unit C	Unit D
Looking inwards (self) Students explore ideas about self by creating artworks that represent identity through figurative or symbolic visual language. They investigate how artists express self, experiment with media	**Looking outwards (others)** Students respond to local, national, or global issues by creating artworks that explore social and environmental concerns. They use emotive and persuasive visual	**Clients** Students collaborate with clients to design and create artworks that meet specific needs and expectations. They develop and test ideas, manage resources and timelines, and refine their work based on	**Transform & extend** Students analyse and evaluate the style and techniques of a chosen artist or artisan, then create their own artworks inspired by that practitioner. They transform and personalize their work by altering media,

and techniques, and create original pieces for various contexts, celebrating and communicating personal and cultural identity.	language, working individually or collaboratively to communicate perspectives, challenge ideas, and inspire audience response in authentic community and online contexts.	client feedback, gaining real-world experience in professional art-making across school, community, and digital contexts.	meaning, or adding features, developing creative thinking and technical skills. Learning occurs through authentic contexts and feedback, with opportunities to celebrate the artist or refine their own style.

Contact:

Doris Sung

Head of Department - Arts

* The subject levies listed in this book are **proposed for 2027.**

Dance in Practice

Applied senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, teaching, choreography, performance and event production.

Objectives

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

- Recall terminology, concepts and ideas associated with dance
- Interpret and demonstrate the technical and expressive skills required for dance genres
- Explain dance and dance works
- Apply dance concepts and ideas through performance and production of dance works
- Analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- Use language conventions and features to achieve particular purposes
- Generate, plan and modify creative processes to produce dance works
- Create communications and make decisions to convey meaning to audiences
- Evaluate dance work

Structure

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

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

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

- At least one project, arising from community connections
- At least one performance, separate to an assessable component of a project.

Project	Performance	Choreography
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.
• a dance performance: 1½ – 2 minutes • at least one other component from the following • written: up to 600 words • spoken: up to 4 minutes • multimodal – non-presentation: up to 5 minutes, 8 A4 pages max (or equivalent) • presentation: up to 4 minutes, or signed equivalent • product: variable conditions.	• Dance performance e: 2–3 minutes • Production performance: variable conditions • Teaching performance e: variable conditions	• Choreography (live or recorded): up to 4 minutes

Course Overview

Unit A	Unit B	Unit C	Unit D
Celebration Students explore dance as a form of celebration by choreographing, performing, and responding to dance works. They consider various purposes and contexts, working individually and collaboratively across diverse genres and styles. Through engaging with celebration events—such as school, community, or virtual festivals—they develop creative and critical thinking skills, sometimes collaborating with industry professionals to create meaningful dance experiences.	**Industry** Students explore various sectors of the dance industry, both professional and amateur, by choreographing, performing, and responding to dance. They learn about diverse roles—including dancers, choreographers, therapists, critics, designers, and more—and develop industry skills through different dance styles and genres. Students also examine key industry requirements and job pathways, preparing for real-world contexts such as auditions, performances, and educational settings.	**Health** Students explore dance through the lens of health, focusing on its physical, mental, emotional, social, and creative benefits. They investigate how dance supports diverse groups and promotes wellbeing across all ages and abilities. Through various genres and styles, students choreograph, perform, and respond to dance in contexts such as fitness, emotional expression, lifestyle practices, and developmental stages.	**Technology** Students explore how technology shapes, influences, and enhances dance creation, performance, and response. They develop problem-solving and decision-making skills, investigating the impact of digital tools on choreographers and performers. Working individually and collaboratively, students engage with diverse dance genres and styles in virtual and live contexts. They build personal and social skills while exploring dance in digital environments such as dance films, music video clips, digital platforms, and

			community or industry events. The unit encourages responsible digital citizenship and connection with others through technology-enhanced dance experiences.

Contact:

Doris Sung

Head of Department - Arts

Drama 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.

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

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

Unit A	Unit B	Unit C	Unit D
Collaboration Students explore the collaborative nature of drama by taking on the roles of director and actor to bring a theatrical work to life. They develop creative and technical skills while working in ensembles to shape performances for different contexts and audiences.	**Community** Students explore how drama can engage and connect communities by devising and performing original works based on real-life stories and contexts. As devisors and actors, they respond to diverse perspectives and participate in school or community events, using theatre to promote inclusion, connection, and understanding.	**Contemporary** Students explore current trends in theatre by experimenting with contemporary styles, conventions, and technologies. As directors and actors, they work in ensembles to interpret scripts, develop original ideas, and create performances that reflect modern theatre practices.	**Commentary** Students explore how drama can comment on social issues by devising and performing works that educate, challenge, and inform audiences. They study theatre practitioners and create original scenes that respond to local, national, or global events, using drama to raise awareness and provoke thought.

Assessment

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

Devising project	Directorial project	Performance
Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.
Devised scene Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	**Performance** • Performance (live or recorded): up to 4 minutes

Contact:

Doris Sung

Head of Department – The Arts

Music

General senior subject

General

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

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

Objectives

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

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

Entry Guidelines

This course is designed for students who have an **interest and passion for music.** Students who have studied **Music in Year 9 and 10**; or have other experiences with music (including Instrumental Music program) will have an advantage in some areas of the course.

Structure

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

Assessment

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

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

Summative assessments

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

Contact:

Doris Sung

Head of Department - Arts

Certificate III in Fitness - SIS30321

VET

Subject Fees $495.00 + First Aid $75.00 * – this is a non refundable fee – outside RTO (2 year course)

Binnacle Training – RTO 31319

The college has formed a partnership with the RTO, Binnacle Training (RTO code: 31319). The college teachers will deliver the program designed by Binnacle to enable them to have a pathway to the health and fitness industry.
Binnacle's Certificate III in Fitness 'Fitness in Fitness/Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as understanding client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Entry Requirements

Subject Fee For Two Years $450 + purchase of Polo Shirt for Training Clients – This is a non-refundable fee – outside RTO
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. Entry to this course may be determined by an interview process. A program fee must also be paid prior to the enrolment of the course and will be non-refundable.

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills, and enthusiasm and motivation to participate in physical activity sessions.

Pathways

This qualification can assist in leading to the following career pathways:

- Group exercise instructor
- Gym/exercise instructor
- Fitness/sports coach

With further training (Cert IV Diploma) you can become a:

- Personal Trainer
- Gym Manager
- Business Owner
- Strength and Conditioning Coach

The diploma could lead to University admission to explore degrees such as, HPE Teaching, Exercise Physiologist, Sport Science, Physiotherapy or dietician.

Objectives

By the conclusion of the course of study, students should have received the following qualifications:
QCE Credits: Successful completion of Certificate III in Fitness contributes 8 credits towards a student's QCE.

This program also includes the following:

- First Aid qualification and CPR Certificate;
- A range of career pathway options
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIPT). (Cost approx. $1500).

Course Structure

YEAR 11			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
• Introduction to the Sport, Fitness and Recreation (SFR) Industry • Assist with SFR Programs (Supervisor Delivery)	• Introduction to Community Programs • Introduction to Conditioning Programs • Community SFR Program (Student Delivery) • Participate in Conditioning Sessions (Supervisor Delivery)	• Working in the SFR Industry - WHS and Provide Quality Service • Introduction to Anatomy and Physiology - The Cardiovascular System • Plan and Deliver Group Conditioning Sessions • Plan and Deliver a One-on-one Cardio Program	• Introduction to Anatomy and Physiology - The Musculoskeletal System • First Aid Course: HLTAID011 Provide First Aid • Recreational Group Exercise Program
YEAR 12			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
• Anatomy and Physiology - Body Systems and Exercise • Health and Nutrition Consultations • One-on-One Gym Program (Adolescent Client) • Plan and Conduct Sessions (Scenario Clients	• Screening and Health Assessments • Specific Population Clients (including Older Adults) • Fitness Orientation Program: Client Orientation • Group Training Program: Plan and Instruct a Group Session	• Group Exercise and Gym-based One-on-One and Group Sessions: • Female and Male Adults aged 18+; and • Older adults aged 55+	

Assessment

The program will comprise of a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience in a real gym environment at the school. These involve the delivery of fitness programs to clients within the school community (students, teachers and other staff).

The school has entered a Third Party Agreement and will be recruiting prospective 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.

Course content will be delivered by teachers, but will also be available online at all times. Assessment will be completed online and verified by class teachers. These tasks may include:

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

***NOTE*: This program involves a mandatory 'outside subject' weekly component of 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to a variety of clients, including older adults.**

* The subject levies listed in this book are **proposed for 2027.**

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 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: binnacletraining.com.au/rto

Contact:
Connor Taylor
Head of Department – Health & Physical Education

Certificate II in Health Support Services / Certificate III Health Services Assistance (Packaged Course)

VET

Subject Fees – this is a non-refundable fee – outside RTO (2-year course)

- **If a student VETis funding available, cost will be $500 for the 2 year course.**

Connect 'n' Grow – RTO 40518

Health and community services are the largest growing industries in Australia, estimated to grow by over 20% over the next five years. These programs will provide students with the basic skill for a career in the health and social services industries, as well as providing a pathway for those wishing to pursue further study in these fields. Refer to training.gov.au for specific information about the qualification
This program will be delivered here at the College in partnership with an external Training provider, **Connect and Grow (RTO code 40518)**. College teachers will deliver the program designed by Connect and Grow with the assistance of outside trainers to complete practical placements to enable students to have a pathway in to the health services industry.
Certificate III in Health Services Assistance is offered as a senior subject, graduates will acquire a range of skills including recognising healthy body systems, interpreting and apply medical terminology, conducting health checks, and infection control and individualised support.

Entry Requirements

Families who would like to discuss financial support are encouraged to work with the school's Business Manager, at the earliest convenience.
Students must have a passion for and/or interest in pursuing a career in the health services industry. They must have good quality written and spoken communication skills, and enthusiasm and motivation to participate in practical tasks. Students are expected to join the BYOD (Bring Your Own Device) program to access online user platforms with resources and assessment online.

Pathways

This qualification 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. Health services assistance involves the worker in direct client contact under supervision.

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B. Nursing)
- Entry level employment within the health industry

Objectives

By the conclusion of the course of study, students should have received the following qualifications:

QCE Points: Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III)

This program also includes the following:

- Certificate II Health Support Services (HLT23215)
- First Aid qualification and CPR certificate

Course Structure

Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of Service
CHCPRP005	Engage with health professionals and the health system

Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301*	
BSBPEF301	Organise personal work priorities and development
Organise personal work priorities	
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs

Work Experience

Students are highly encouraged to completea minimum of 20 hours work experience in ahealth or community service facility to strengthen their skills, knowledge and employability. Connect ‘n’ Grow® considers industry experience to be a very important inclusion of the Certificate III qualification.

Assessment

The program will comprise of a variety of a assessment tasks including the following:

- Observations
- Folios of work
- questionnaires
- written and practical tasks

*The subject levies listed in this book are **proposed for 2027.**

Contact:

Connor Taylor
Head of Department – Health & Physical Education

SIT30622 Certificate II Hospitality with SIT20322 Certificate III in Hospitality

Course Fees – this is a non-refundable fee – outside RTO (2-year course)

- **Certificate II in Hospitality (SIT20316) - $0 VETiS FUNDED**
- **Certificate III in Hospitality (SIT30616) - $420 if using VETIS**

** Pricing may increase at the RTO's discretion*

RTO Details
Training Direct Australia RTO 32355

Reasons for studying Hospitality
Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life and specific knowledge and skills related to employment within the hospitality industry. This program will cover, coffee making, non-alcoholic beverages, customer service, and basic cooking skills. This course includes SITHFAB002 Provide responsible service of alcohol (RSA) which can help you gain employment.

QCE points

- Successful completion of the Certificate II in Hospitality contributes to a maximum four (4) credits towards QCE points.
- Successful completion of the Certificate III in Hospitality contributes to a maximum two (2) additional credits towards QCE points.
- Therefore, students who successfully complete the Certificate II and III in Hospitality will obtain a maximum 6 QCE points.

Entry Requirements
Preference will be given to those students who demonstrate good work ethic and attitude across their classes plus an interest in hospitality.

Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, students must have previously demonstrated safe behaviour in their classes. A high-risk activities form must also be completed, signed and returned to the College.

Students with a positive outlook who enjoy serving customers in a food and beverage setting are most suited to this course. Team work, flexibility, safe work practices and being prepared to work during the lunch break are desirable attributes. The main focus of the course is serving customers in a restaurant setting.

NOTE: Students who have already used their VETiS funding can still enrol to complete the Certificate III in Hospitality for a fee of $1825*

Service Periods Requirements
To successfully complete each qualification,12 Service Periods must be achieved for SIT20316 Certificate II Hospitality and 36 Service Periods SIT30616 Certificate III in Hospitality. Each Service Period must be a minimum of 3 hours in duration. These services can be obtained by participation in school functions and events, organising work experience at local hospitality venues or through current employment in the hospitality industry.

SIT30622 Certificate III in Hospitality Units of Competency

SITHIND006	Source and use information on the hospitality industry	Core
SITHIND008	Work effectively in hospitality service	Core
SITXCCS014	Provide service to customers	Core
SITXCOM07	Show social and cultural sensitivity	Core
SITXHRM007	Coach others in job skills	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITXFSA006	Participate in safe food handling practices	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
BSBTWK201	Work effectively with others	Elective
BSBCMM211	Apply communication skills	Elective

SIT20322 Certificate II in Hospitality additional Units of Competency

SITXCCS011	Interact with customers	Core
SITHIND007	Use hospitality skills effectively	Core

To achieve SIT30622 Certificate III in Hospitality 15 units of competency must be completed.

For eligible applicants, the Queensland Department of Trade, Employment and Training can fund the training for the SIT20322 Certificate II in Hospitality component of the qualification through VETiS (12 units of competency). If using VETiS funding for SIT20322 Certificate II in Hospitality, the additional 2 units listed above must be completed.

Uniform
Students are expected to wear a wait staff uniform for special occasions. This consists of black trousers, black button-down shirt (full or ¾ sleeves) and black leather enclosed shoes.

Mandatory Equipment
As the theoretical component of this course is online, students MUST bring a laptop to school so they can complete their theory during class time.

Assessments may include written questions, practical skills demonstrations, and, where appropriate, assignments or projects.

Future Pathways
Possible opportunities available after Year 12:

- Certificate IV and Diplomas in Hospitality and Tourism,
- Cook, Bar and Café attendant, catering assistant
- Hospitality Industry - wait staff opportunities, in hotels, resorts, overseas,
- Hotel work – front of house or back of house.

Contact:

Steve Harris

Head of Department - IT & Technology

Certificate II in Electrotechnology (Career Start) – UEE22020

Flagstone State Community College (RTO Code 31167) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

COURSE DETAILS					
Subject type:	VET Qualification	**Duration:**	2 Semesters	**QCE credits:**	4
Qualification description	**UEE22020 Certificate II in Electrotechnology (Career Start)** is a nationally recognised qualification designed to give students an introduction to the electrotechnology industry. Students will gain skills and knowledge in the areas of equipment assembly, set-up and maintenance of simple data and communications equipment, systems and cabling in buildings and premises. The program incorporates the introduction of hand and power tools required in the electrotechnology industry. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland. Career pathways and opportunities in the electrical industry include: • Electrical trades assistant • Apprenticeships, including for general electrician, electronics and communications, electrical instrumentation and control, air-conditioning and refrigeration mechanic, electrical fitter, appliance servicing.				
Entry requirements and pre-requisites	Entry-level course. Pre-requisite units are required and are delivered as part of this qualification. Refer to the table below for pre-requisite units which students must pass before they can enrol in the related unit.				
Qualification rules	A total of 12 units must be completed: • 8 core units of competency • 4 elective units of competency				

UNITS OF COMPETENCY				PRE-REQUISITE UNITS
Semester 1	UEECD0007	Apply work health and safety regulations, codes and practices in the workplace	Core	Not applicable
	CPCWHS1001	Prepare to work safely in the construction industry	Core	Not applicable
	UEECD0038	Provide solutions and report on routine electrotechnology problems	Core	Not applicable
	UEECD0046	Solve problems in single path circuit	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0052	Use routine equipment/plant/technologies in an energy sector environment	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
Semester 2	UEECD0035	Provide basic instruction in the use of electrotechnology apparatus	Elective	Not applicable
	UEECD0009	Carry out routine work activities in an energy sector environment	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace

	UEECD0021	Identify and select components, accessories and materials for energy sector work activities	Core	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace UEECD0009 Carry out routine work activities in an energy sector environment
	UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises	Core	Not applicable
Workshop Activities Conducted Throughout the year	UEECD0019	Fabricate, assemble and dismantle utilities industry components	Elective	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0020	Fix and secure electrotechnology equipment	Elective	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
	UEECD0008	Carry out preparatory energy sector work activates	Elective	UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
Proposed changes	Not applicable.			
Learning experiences	• Classroom and workshop • Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. • Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.			
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.			
Further study options	• Certificate III (apprenticeship) in a specialist electrotechnology area of the students choice • Certificate IV, Diploma and Advanced Diploma in a specialist electrotechnology area • Students will receive credit for relevant competencies towards a related apprenticeship			
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.			

Student support	Contact the school's Head of Senior Schooling or VET Coordinator for information about support services provided during the course, including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.
Third Party Agreement	This is a two year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request. This information is correct at time of publication 15/05/2025 but is subject to change.

Entry Requirements

There are no entry requirements, however, preference will be given to those students who demonstrate good work ethic and attitude across their classes, an interest in an electrical pathway post school and a sound achievement in "general" mathematics in year 10. Due to the mathematical components in this course, students should be studying a minimum of General Mathematics in year 11 and 12. Enrolment in General English is also recommended.

Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, students must have previously demonstrated safe behaviour in their classes. A high-risk activities form must be completed, signed and returned to the College. OnGuard safety training modules must also be completed within the first two weeks of enrolment.

Mandatory Equipment

Students must be wearing steel capped work boots and safety glasses throughout the course. Students will also be required to wear clothing suitable for the industry (more information will be provided at the information evening at the end of the year). As the theoretical component of this course is online, students MUST bring a laptop to school so they can complete their theory component.

Contact:

Steve Harris
Head of Department - IT & Technology

Certificate II in Workplace Skills (Business) - BSB20120

Reasons for studying a Certificate in Business
This certificate develops the skills need to perform basic administration tasks in an office environment. Skills include basic procedural, clerical, administrative and operational tasks to undertake a range of routine tasks in a business environment.

According to the Australian Government's Job Outlook service, roles in administration, including receptionists and data entry operators, will continue to be in demand with stable growth predicted for the next five years.

QCE points
- Successful completion of the Certificate II in Workplace Skills contributes four (4) credits towards QCE points.

Entry Requirements
It is recommended that you have access to a reliable internet connection and a computer with up-to-date software, including Microsoft Office and Adobe Acrobat Reader.

Preference will be given to those students who demonstrate good work ethic and attitude across their classes plus an interest running a business or becoming a trades person with a business.

BSB20120 Certificate II in Workplace Skills
To attain this certificate, 10 units of competency (5 core and 5 elective) must be completed.

Certificate II in Workplace Skills (Business) Units

Unit code	Title
Core Units	
BSBWHS211	Contribute to the health and safety of self and others
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
Elective Units	
BSBPEF201	Support personal wellbeing in the workplace
BSBDAT201	Collect and record data
BSBFIN301	Process financial transactions
BSBTEC201	Use business software applications
BSBTWK201	Work effectively with others

Assessment
Skill and knowledge assessments will include observation, written assessment, questioning, portfolios, work samples, and third-party feedback.

Future Pathways
Possible opportunities available after Year 12 include:

- Office Assistant
- Receptionist
- Junior Personal Assistant

Contact:

Jenni Krause

Head of Department - Senior Schooling

Certificate II Skills for Work and Vocational Pathways - FSK 20119

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.
Students who complete this qualification will gain confidence in:
• a pathway to employment or vocational training
• reading, writing, numeracy, oral communication and learning skills at ACSF Level 3
• entry level digital literacy and employability skills
• a vocational training and employment plan.

Pathways
This course provides opportunities for trainees to enhance their workforce preparation and foundation employability skills for a range of entry level workplace positions. The qualification has been developed while consulting with industry to ensure that students are ready for the workplace or to move on to vocational qualifications.

QCE points
- Certificate II in Skills for Work and Vocational Pathways contributes four (4) credits towards QCE points.

Entry Requirements
There are no prerequisites or other entry requirements.

This course is one year long and run through the schools Future Pathways Program. The course is delivered at Flagstone State Community College as part of the school timetable.

Objectives
This program is designed to develop confidence, knowledge, skills and experience to support students and job seekers obtain employment and thrive in the workplace. The course is designed to develop student employability and technical skills through learning the essential skills for work, career planning and job preparation and how to participate effectively in the workplace.

Course Requirements
- participation in the Shared Resources Scheme to cover the costs of computer access and library resources
- handouts/booklets/additional exercises will be supplied school
- students are required to provide laptop or a USB flash drive.

Course outline
Throughout the course, students have the opportunity to achieve FSK20113 Certificate II in Skills for Work and Vocational Pathways if they are deemed competent in all 14 units of competency.

The course is structured in a modular way to break up the units of competencies into logical clusters.

Competencies

Unit code	Title
FSKLRG011	Use routine strategies for work related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM018	Collect data and construct routine tables and graphs for work
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKLRG014	Manage strategies for career progression
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
SIRXIND003	Organise personal work requirements
SIRXWHS002	Contribute to workplace health and safety
SIRXCOM001	Communicate in the workplace to support team and customer outcomes

Assessment
Assessment is competency based and completed in a simulated work place environment. Assessment techniques include: observations, folios of work, written and practical tasks, questioning and projects.

Students who are deemed competent in all twelve units of competency will be awarded a qualification and a record of results. If students obtain the qualification, they will gain four points towards their QCE. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.

Contact:

Jennifer Krause

Head of Department - Senior Schooling

NATIONALLY RECOGNISED TRAINING

CPC20220 - Certificate II in Construction Pathways

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

QCE Credits: 4 Core Credits

- **Certificate II in Construction (CPC20220)**

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:

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

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

Entry Requirements

There are no entry requirements, however, preference will be given to those students who demonstrate good work ethic and attitude across their classes, an interest in a construction pathway post school and a sound achievement in mathematics in year 10.

Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, students must have previously demonstrated safe behaviour in their classes. A high-risk activities form must be completed, signed and returned to the College. OnGuard safety training modules must also be completed within the first two weeks of enrolment.

Mandatory Equipment

Students must be wearing steel capped work boots and safety glasses throughout the course (a construction locker will be provided for storage at school).

As the theoretical component of this course is online, students MUST bring a laptop to school so they can complete their theory during class time.

Future Pathways

The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice or trades support person, or to gain entry into a TAFE Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Industry Sales, Drafting/Architecture or Civil Engineering. Students learning these skills will also find them very useful in the future as a home handyperson.

Contact:

Steve Harris
Head of Department - IT & Technology

MEM20422 - Certificate II in Engineering Pathways

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

QCE Credits: 4 Core Credits

Description

The MEM20422 qualification introduces students to an engineering or related working environment. Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.
Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.
The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

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

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.
For eligibility requirements, refer to the Blue Dog Training website: https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

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

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

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

Core

MEM13015	Work safely and effectively in manufacturing and engineering

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

Elective

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

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Entry Requirements

There are no entry requirements, however, preference will be given to those students who demonstrate good work ethic and attitude across their classes, an interest in a engineering/metals pathway post school and a sound achievement in mathematics in year 10.

Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, students must have previously demonstrated safe behaviour in their classes. A high-risk activities form must be completed, signed and returned to the College. OnGuard safety training modules must also be completed within the first two weeks of enrolment.

Mandatory Equipment

Students must be wearing PPE clothing, steel capped work boots and safety glasses throughout the course (a construction locker will be provided for storage at school).

As the theoretical component of this course is online, students MUST bring a laptop to school so they can complete their theory during class time.

Future Pathways

The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice or trades support person, or to gain entry into a TAFE Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Industry Sales, Drafting/Architecture or Civil Engineering. Students learning these skills will also find them very useful in the future as a home handyperson.

Contact:

Steve Harris
Head of Department - IT & Technology

Certificate IV in Justice Studies - 10971NAT

Course Fees – this is a non-refundable fee – outside RTO (2-year course)

- **$750 up-front fee (current at 30th September 2022)**
- **Can be paid on payment plan at $20 p/w (contact office to arrange)**

RTO Details
Unity College - RTO 32123

Reasons for studying Justice Studies
Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system, the application of regulatory powers, analysing social justice issues, and identifying and applying the legal framework.

Successfully completing this course will allow you to apply for work in many justice and legal related roles. You will also develop a solid foundation for further study.

Content is delivered in a classroom environment and workshops one full day per week. Course content provided by the trainer and assessor.

QCE points

- Successful completion of the Certificate IV in Justice Studies contributes eight (8) credits towards QCE points.

Entry Requirements
You are required to have completed Year 10 or equivalent with sound achievement in English. Due to the workload of this subject, preference will be given to those students achieving a B or higher in English Year 10.

It is recommended that you have access to a reliable internet connection and a computer with up-to-date software, including Microsoft Office and Adobe Acrobat Reader.

Preference will be given to those students who demonstrate good work ethic and attitude across their classes plus an interest in Crime and Justice.

10971NAT – Certificate IV in Justice Studies
To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.

Certificate IV in Justice Studies Units

Unit code	**Title**
Core Units	
BSBLEG421	Apply understanding of the Australian legal system
BSBXCM401	Apply communication strategies in the workplace
NAT10971001	Provide information and referral advice on justice related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
PSPREG033	Apply regulatory powers
Elective Units	**4 required electives will be chosen from the following:**

BSBPEF402	Develop personal work priorities
BSBLEG523	Apply legal principles in tort law matters
PSPREG010	Prepare a brief of evidence
BSBLDR414	Lead team effectiveness or
PSPREG039	Gather information through interviews

Assessment
Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Future Pathways
Possible opportunities available after Year 12:

- Protective Services Officer
- Paralegal /Legal Administrator
- Australian Border Force Officer
- Private Investigator
- Local/State Government Investigator
- Government Administrator
- Corrections Officer
- Police Officer (State or Federal)
- Youth Justice roles

Refund Policy
Refund for students exiting this certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g., a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

Contact:

Jennifer Krause

Head of Department - Senior Schooling

NATIONALLY RECOGNISED TRAINING