2025

SENIOR PATHWAYS GUIDE v.1

Coombabah State High School

v.**1**

Senior Education Profile

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

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

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.

Short Course syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

QCE eligibility

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in English or Essential English.

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

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Short Course syllabuses

Course overview

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

Short Courses are available in:

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

Assessment

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

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

SCHOOL SENIOR PATHWAYS

In deciding your pathway, consider the subjects that you are good at and you enjoy.
NOTE: All pathways will require you to select the equivalent of 6 subjects. You must include an English and Mathematics Subject.

VOCATIONAL PATHWAY Full School Program	VOCATIONAL PATHWAY Blended Program	UNIVERSITY PATHWAY VET Entry Qualification Non-ATAR	UNIVERSITY PATHWAY ATAR Program
Students study 6 subjects at school across 5 days A maximum of two (2) General subjects can be included. The inclusion of these subjects should align to the student SET Plan. The inclusion of these subjects is subject to approval by the Deputy Principal. VET Certificate Courses that are timetabled during school-time can be included. No alternate program such as TAFE, Traineeship or other program. **Example** Essential English Essential Maths Building and Construction Social & Community Studies Certificate II in Automotive Certificate II in Horticulture Cert II in Workplace Skills & Vocational Pathways	**Students study 5 Applied subjects at school across 4 days and 1 external program on the 5th day** The study of General Subjects is not recommended due to the time students will miss when off campus undertaking their external program. One (1) general subject may be approved if there is no impact on attendance resulting from the alternate program. A maximum of one (1) external program from either TAFE, Traineeship or other program approved by the Deputy Principal. **Example** Essential English Essential Maths (or General Maths) Tourism Studies Social and Community Studies Certificate II in Hospitality** TAFE Schools Program or School Based Traineeship	**Combination of 5 subjects from Applied and General Subjects plus a minimum Certificate III or IV qualification** A maximum of three (3) General subjects can be included. The inclusion of these subjects should align to the student SET Plan and University Prerequisites. The inclusion of these subjects is subject to approval by the Deputy Principal or Director of Curriculum. No alternate program such as Traineeship or other program. **Example** Essential English General Maths Business Tourism Science in Practice Certificate III Business	**We recommend a minimum of 5 General Subjects within the 6 subjects students will select.** One (1) Certificate III, IV or Diploma course may be included if the inclusion of the course does not impact attendance in General subjects. A range of appropriate VET courses are available with no impact. Deputy Principal to approve. Traineeships are not viable. **NOTE:** Students MUST have satisfactorily completed an English subject (either General or Essential) to be eligible for an ATAR score. We recommend General English to start the ATAR course. A recommendation will be given at the end of Unit 2 for Unit 3 and 4 English. **Example** General English General Maths Biology Physical Education Modern History Diploma of Business

** VETis Funding can only be used once e.g. Certificate II in Hospitality and TAFE both use VETiS. Students undertaking VETiS can complete one employment stream qualification at the certificate I or II level.

WHO TO TALK TO?

There are many people available to assist you in making the right choices – your parents, class teachers, Heads of Department. In addition:

Mrs Jessica Reilly, **Guidance Counsellor**, phone 5552 3888

Mrs Louise Peters, **Industry Liaison Officer**, phone 5552 3888. Ms Peters can provide information and advice on School Based Traineeships, Apprenticeships, TAFE and Work Experience.

Mrs Liz Bailey, **HOD Enterprise and Vocational Pathways**, phone 5552 3888. Mrs Bailey can provide information regarding TAFE at School programs, courses offered at other schools and use of VETiS funding.

Ms Cathy Shearer, **Director of Curriculum**, phone 5552 3888. Ms Shearer can provide information regarding ATAR pathway and university.

PATHWAYS – SUBJECT PACKAGES

The following combinations of subjects are provided to help students to select a suite of subjects that are complimentary and align in areas of interest, relevance and skills for success.

TRADE	SUBJECT COMBINATION
Trades – Building and Construction Trades Wet Trades Automotive Horticulture	**Essential English and Essential Maths (or General Maths)** Building & Construction (Application Required) Furnishing Skills (Application Required) Industrial Graphics (Application Required) Certificate II in Automotive Certificate II in Horticulture Certificate II in Workplace Skills (formerly Cert II in Business) Social and Community Studies TAFE at School Course, e.g. Cert II Electrotechnology Cert I Construction - Hutchinsons or MIT Program **Note** 1: There are limited spaces in Building and Construction and Furnishing Skills classes. Students will apply to Mr Heinemann for the opportunity to participate in these courses. Students will only be permitted to enrol in 1 of these subjects. **Note**: The Cert I Construction program is not selected on the subject selection form. It is additional to the 6 selections required. Students will apply to Mr Heinemann for these opportunities. See Miss Peters (Industry Liaison Officer) for information about Gold Coast Trade College opportunities. **NB**: Students are required to take a balanced approach to subject selection. Choosing between practical and classroom based learning.
Hospitality Tourism Business Justice Beautician Hairdressing Barbering	**Essential English and Essential Maths (or General Maths)** Certificate II in Hospitality or Hospitality Practices (Application Required) Certificate II in Workplace Skills Certificate III in Business Tourism Studies Social and Community Studies TAFE at School Course or Traineeship Certificate IV in Justice Studies (Helensvale SHS – Twilight Course) Diploma of Business (Gess Education) Approx. $2200
Performing and Creative Arts	**Essential English and Essential Maths (or General Maths)** Visual Art, Photography and Media, Film and Media, Dance in Practice, Music or Music in Practice TAFE at Schools Programs (Coomera Campus) Social and Community Studies
Sport & Recreation	**Essential English and Essential Maths (or General Maths)** Sport and Recreation Studies Social and Community Studies Certificate II in Workplace Skills Tourism Studies School Based Traineeship

Early Childhood Care	**Essential English and Essential Maths (or General Maths)** Early Childcare traineeship (650 hours) Visual Art in Practice; Drama in Practice; Dance in Practice; Sport and Recreation Certificate II Hospitality includes 12 x 3 hour shifts placement (including school functions) (Application Required) Cert II Workplace Skills (4)
Health Care/Animal Care	**Essential English and Essential Maths (or General Maths)** Certificate II and Certificate III in Health Assistance (Includes 80 hours of placement in Local Health Settings, e.g. Gold Coast Hospital) TAFE in Schools Certificate II in Animal Studies Certificate II in Workplace Skills and Skills for Work and Vocational Pathways Social and Community Studies (This set of subjects if packaged together do not require students to study a 6th subject due to the QCE Points that will be accumulated) School based Traineeship

SUBJECT SELECTION RULES AND CONDITIONS

The following rules must be followed when completing your subject selection form.

1. All students must select the equivalent of 6 subjects and at be eligible to earn at least 24 QCE Points. Refer to the QCE Point Guide.

2. The following subjects require students to apply for a place in the subject:
   Building and Construction Skills (40 spaces)
   Furnishing Skills (40 spaces)
   Hospitality Practices
   Students must have their approved application attached to their subject selection form.

3. Students selecting subjects that are not recommended must have a signed Head of Department Subject Approval form. If the Head of Department has not recommended the subject, it can be chosen but caution should be taken as a change of subject later may not be able to be accommodated.

4. Students cannot select the following combinations of subjects:
   Certificate II in Hospitality **and** Hospitality Practices

5. Students wishing to select Specialist Mathematics **must** also select Mathematical Methods.

6. Some subjects carry additional fees payable either to Coombabah State High School or external training organisations, for example TAFE Queensland. Enrolment in these subjects is conditional upon payment of the course fees.

7. VETiS (VET in Schools) funding applies to some Certificate Courses. Please consult this guide as well as your subject selection form to identify these subjects. **Students can only use VETiS funding once**. This is important to know when selecting more than one Certificate course. Check that you have not used it during Year 10.

8. Subject fees will be invoiced in October of this year for payment as per the terms of the invoice. Fees must be paid (or payment plan up to date) to secure a place in the relevant subjects.

SUBJECT QCE POINTS

General Subjects = 4 points	**Applied Subjects = 4 points**
General Mathematics Mathematics Methods Specialist Mathematics English Accounting Modern History Business Geography Physical Education Biology Chemistry Physics Japanese Italian Film, Television & New Media Visual Art	Essential Mathematics Essential English Social & Community Studies Tourism Building & Construction Skills Furnishing Skills Hospitality Practices Industrial Graphics Skills Sport & Recreation Science in Practice Dance in Practice Media Arts in Practice Visual Arts in Practice Music in Practice
VET Courses – delivered at Coombabah SHS Certificate I in Financial Literacy. .....2 pts Certificate I in Construction (MIT).....3 pts Certificate I in Construction (Gold Coast School of Construction) .....3 pts Dual Certificate III in Health Services Assistance/Certificate II in Health Support Services .....8 pts Certificate II in Hospitality .....4 pts Certificate II in Horticulture .....4 pts Certificate II in Automotive .....4 pts Certificate II in Active Volunteering .....4 pts Certificate II in Skills for Work and Vocational Pathways .....4 pts Certificate II in Workplace Skills .....4 pts Certificate II in Sampling & Measurement and Certificate III in Laboratory Skills.....8 pts Certificate III in Business .....8 pts	**Others** Short course Literacy .....1 pt Short course Numeracy .....1 pt School Based Traineeship .....6-8 pts

NB: Points are for completed courses. Partial points maybe awarded to partially completed courses.

QCAA senior syllabuses

English

Applied
- Essential English

General
- English

Short Course
- Literacy

Languages

General
- Italian

Japanese

Technologies

Applied
- Building & Construction Skills
- Engineering Skills
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills

Health and Physical Education

Applied
- Sport & Recreation

General
- Physical Education

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Short Course
- Numeracy

The Arts

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

General
- Dance
- Film, Television & New Media
- Music
- Visual Art

Humanities and Social Sciences

Applied
- Social & Community Studies
- Tourism

General
- Accounting
- Business
- Geography
- Modern History

Sciences

Applied
- Science in Practice

General
- Biology
- Chemistry
- Physics

Essential English

Applied senior subject – revised syllabus implementation 2025

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

Head of Department – English, Ms Joni Cameron
Phone 5552 3866
Email jcame153@eq.edu.au

English

General senior subject – revised syllabus implementation 2025

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

FURTHER INFORMATION:

Head of Department – English, Ms Joni Cameron
Phone 5552 3866
Email jcame153@eq.edu.au

Literacy

Short Course

Short Course

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024.

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

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

Sport & Recreation

Applied senior subject

Applied

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

What will I learn in Sport and Recreation?

Students will learn how to:-

- improve the performance of individuals and groups in a physical environment
- promote, officiate and coach in a range of sport and recreation environments
- plan how to engage other members of the community in sport and recreation

How will I learn in Sport and Recreation?

Students will participate in both practical and classroom based activities related to the sport and recreation industry. There is a substantial practical component in this subject. Students will complete 1-2 theory lessons a week and 2-3 practical lessons a week. Students will use technology in most lessons to capture evidence of how they are progressing in units.

What career pathways can I follow?

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.

Assessment

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

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

		Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Course overview

Unit Description	Unit Assessment
Unit 1 Optimising Performance Optimising athletic performance requires a range of specialist knowledge that includes training in mental skills; nutrition; and sports medicine and first aid, specifically in managing and recovering from training and injuries. In this unit, you will investigate a range of activities and strategies to optimise athletic performance.	FIA1 Performance FIA2 Project
Unit 2 – Coaching and Officiating This unit will assist you to develop individual character traits such as integrity, honesty, trustworthiness and respect which are integral to the roles of coaches and officials. You will investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes.	FIA3 Performance FIA4 Project
Unit 3 Emerging trends in sport and recreation (General Strand) In this unit, you wll investigate the key drivers of emerging trends in sport and recreation. These trends are resulting in traditional sports competing with less organised activities and the emergence of modified versions of traditional sports and eSports. You will analyse contextual factors, including resources, barriers and enablers that affect outcomes. You will participate in a range of these emerging sport and recreation activities.	IA1 Performance IA2 Project
Unit 3 – Athlete Development and Wellbeing (Rugby League Program Strand) In this unit, students investigate holistic athlete development and wellbeing and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves as emerging elite athletes. Students specifically look at interacting with others, appropriate social media usage, and job readiness.	IA1 Performance IA2 Project
Unit 4 - Fitness for Sport and Recreation Fitness and training require a range of specific skills and specialist knowledge about how to organise, structure and schedule programs in sport and recreation activities. In this unit, students investigate a range of fitness and training activities and strategies including resistance work in the school gym, strength and conditioning testing and cardiovascular fitness based programs. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups.	IA1 Performance IA2 Project

USER PAY SUBJECT FEES – Rugby League Stream Only

A subject levy of $250 per year will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

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Physical Education

General senior subject – revised syllabus implementation 2025

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

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Social & Community Studies

Applied senior subject

Applied

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

What will I learn in Social and Community Studies?

You will learn:

- skills and knowledge associated with participating effectively as members of society; in a family, within the workplace, and in the community;
- to develop your own skills for building and maintaining personal and social relationships. This will include learning about self-awareness and self-management;
- that all problems or situations can be considered from a range of perspectives and how peoples personal characteristics, behaviours and values shape their response to these situations;
- that personal health and wellbeing is an important aspect of your life. You will acquire knowledge and skills to help you recognise your own attributes and develop strategies maintain your wellbeing;
- the choices we make regarding how to use our time, money, other knowledge, skills and resources will all impact the lifestyle we live.

How will I learn?

Learning in Social and Community Studies involves:

- solve real world issues relevant to young adults using creative and critical thinking
- practicing the skills of communication; collaborate and work in teams
- develop personal and social skills that will be useful in a variety of settings in senior and post school
- using digital technologies to locate, analyse, manipulate and present data and information
- responsible use of digital technologies (being safe, positive and responsible online)

Key aspects of assessment in Social and Community Studies are projects, extended responses and investigations:

- Projects require the application of a range of cognitive skills, and communicate of findings, relating to real-world situations.
- Extended responses require students to respond to a real-life stimulus, relating to a contemporary issue, and provide a response aim at young adults
- Investigations require students to research contemporary issues, relevant to being a young adult, and produce a response communicating their findings in realistic forms, such as podcasts, multimodal, and other communication forms.

By the conclusion of the course of study you will have developed the ability to:

- explain personal and social concepts and skills as they relate to family, social, work and other settings
- examine how you can actively participate in society
- apply personal and social knowledge to real life situations preparing you for the known and unknown
- communicate responses and present information in a range of forms
- self evaluate your work or performance in given situations.

What career pathways can I follow?
Social and Community Studies can establish a basis for further education and employment in any industry, as it promotes self-reflection and develops student's ability to understand their place in the community and how they can actively participate.

Other important information:
- A laptop is required to complete classwork

Course overview
Social and Community Studies is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 – Lifestyle and financial choices You will investigate making choices for their lifestyles, and how to enact positive change for the present and the future. You will explore the money management knowledge and skills they will need to follow their lifestyle choices.	**FIA1 – Project – Contemporary lifestyles** You will **individually** develop recommendations to address a social issue related to a contemporary lifestyle. **FIA2 – Extended response – Money management** You will **individually** respond to stimulus related to a money management issue that is related to a young Australian.
Unit 2 – Relationships and work environments You will investigate the pathways into work environments, and the continued learning that occurs in workplaces. You will also examine the skills needed to establish productive working relationships, and how to deal with issues within the workplace, both personal and with colleagues.	**FIA3 -Project - Relationships** You will **individually** develop an instructional text to provide advice on strategies for conducting effective relationships. **FIA4 – Investigation – World of Work** You will **individually** investigate an issue related to the work environment or employment by collecting and examining information to form a response.
Unit 3 – Legal and digital citizenship You will investigate Australia's legal system, and how it operates, in order to develop the understanding of how to become an active and informed citizen. You will also look at the use of digital technology, and the positive and negatives impacts and implications it can have on families, school communities and the greater community.	**IA1** – **Extended response – Law matters** You will **individually** respond to stimulus related to a legal issue that is relevant to young Australians. **IA2** – **Project – Digital technology and wellbeing** You will **individually** develop an educational resource to promote a digital technology and wellbeing initiative suitable for a specific audience.
Unit 4 – Australian and its place in the world How is Australia viewed throughout the world? How can our young adults become involved in the international community? You will explore the features of contemporary Australian society, and how Australia's involvement in the world continually changes, and how this will shape our future outlook.	**IA3** – **Extended response – Contemporary society** You will **individually** respond to stimulus related to potential barriers to inclusion, equity, and/or connectedness for a specific group in Australia. **IA4** – **Project- Australian as a global citizen** You will **individually** produce an informative text that makes a considered judgement on Australia's contribution as a member of the international community.

NOTE: Please note, the order and units may change, due to teacher and resource availability

Assessment Types
The assessment techniques used in Social and Community Studies are:

- Project – There are 2 components to projects. The project portion and an evaluation of your learning.
- Investigation
- Extended response

Format for each of these can be – multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media), spoken (up to 7 minutes) or written (up to 1000 words).

FURTHER INFORMATION:

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Tourism

Applied senior subject

Applied

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. The 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

What will I learn in Tourism?

You will learn to:

- understand the diverse nature of the tourism industry and the different sectors that make up this exciting industry;
- apply knowledge of the industry to examine the sociocultural, environmental and economic aspects of the tourism industry, across the Gold Coast; nationally across Australia and also around the world;
- analysing the social, environmental, cultural and economic impacts the tourism industry has, and how the industry needs to be mindful of these when looking at new and exciting tourism trends;
- examine the different career pathways the tourism industry offers, and apply the skills and knowledge acquired to determine what pathway would best suit you when you leave school.

How will I learn?

Learning in Tourism involves:

- creative and critical thinking
- the ability to communication, collaboration and teamwork
- development of personal and social skills
- using digital technologies to produce and present data and information, research and interrogate information and manipulate data

Key aspects of learning in Tourism are projects and investigations:

- Projects require the application of a range of cognitive skills, and communicate of findings, relating to travel industry situations.
- Investigations require students to research contemporary tourism issues, from both Australian and International destinations.

By the conclusion of the course of study you will have developed the ability to:

- explain principles, concepts and practices relevant to working in the tourism industry
- examine tourism data and information to identify features of tourism situations
- apply tourism knowledge to determine options, looking at positive and negative impacts of tourism
- communicate responses to present your findings
- evaluate projects.

What career pathways can I follow?

Tourism offers many different career and employment opportunities across the sectors, from entry level positions through to management, including:

- travel and traveller services, eg travel agents, tour operators, airline staff, cruise ship staff
- accommodation sector, eg front office, kitchen, housekeeping, marketing, food and beverages, guest services
- catering and hospitality, eg chefs and kitchen staff, bar staff, front of house staff, functions and events staff
- events, eg functions, entertainment, catering, multimedia, marketing.

Other important information:

- A laptop is required to complete classwork

Course overview

Tourism is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 – Tourism and Travel You will consider the different types of tourism, the reasons for travel and why people choose destinations. You will look into the factors that influence people's travel choices. These factors influence both the choice of destination and the travel itinerary.	**FIA1 – Investigation – The impacts of tourism** You will **individually** investigate an international tourist destination, collecting data and information, to propose a management strategy for an opportunity or challenge. **FIA2 – Project – Traveller information** You will **individually** develop a traveller information package for an international tourist destination.
Unit 2 – Tourism marketing You will develop an understanding of the promotional strategies that tourism businesses use to attract tourists to a specific destination. You will use this knowledge to create a promotion for an Australian tourism destination. You will also evaluate the effectiveness of an existing marketing campaign for an Australian tourism product.	**FIA3 - Investigation – Marketing campaign evaluation** You will **individually** investigate a current marketing campaign for an Australian tourism product. **FIA4 – Project – Tourism promotion** You will **individually** develop a tourism promotion to attract visitors to an Australian destination.
Unit 3 – Tourism trends and patterns You will consider differences between trends and seasonal patterns (eg school holidays) and the impact on traveller choices. You will investigate trends in tourism that may create broader patterns over time and long-term impacts on tourist destinations. Trends include preferences for types of tourism experiences, eg staycations, adventure tourism, medical tourism, ethical tourism and sustainable tourism.	**IA1** – **Investigation – Tourism trends** You will **individually** investigate a tourism trend, considering relevant social, cultural, economic or environmental impacts, by collecting and examining information. **IA2** – **Project – Sustainable tourism guide** You will **individually** develop a tourism guide about sustainable practices for a tourism destination or product.

Unit 4 – Tourism industry and careers You will explore tourism as an industry that involves a wide range of tourism businesses. You will look at career and employment opportunities that exist across the sectors, such as: • travel and traveller services • accommodation sector • catering and hospitality • events.	**IA3 – Investigation – Value of the tourism industry** You will **individually** investigate the economic value and opportunities of the tourism industry for a specific Australian tourism region. **IA4 – Project- Careers in tourism** You will **individually** develop a promotional product for different careers in the tourism industry.

NOTE: Please note, the order and units may change, due to teacher and resource availability.

Assessment Types

The assessment techniques used in Tourism are:

- Project – There are 2 components to each project. The project portion and an evaluation of the student's learning.
- Investigation

Format for each of these can be – multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media), spoken (up to 7 minutes) or written (up to 100 words).

FURTHER INFORMATION:

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Accounting

General senior subject – revised syllabus implementation 2025

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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Business

General senior subject – revised syllabus implementation 2025

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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Geography (this subject may run as Alternate Sequence)

General senior subject – revised syllabus implementation 2025

General

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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Modern History (this subject may run as Alternate Sequence)

General senior subject – revised syllabus implementation 2025

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath,	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on

Unit 1	Unit 2	Unit 3	Unit 4
1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

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Italian

General senior subject – revised syllabus implementation 2025

General

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

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita — My world • Family/carers • Peers • Education	**Esplorando il mondo — Exploring our world** • Travel and exploration • Social customs • Italian influences around the world	**La nostra società; cultura e identità — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Il mio presente; il mio futuro — My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

Italian Language Coordinator: Ms Tania Malik
Phone 5552 3888
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The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティー — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **— My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

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Essential Mathematics

Applied senior subject – revised syllabus implementation 2025

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

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General Mathematics

General senior subject – revised syllabus implementation 2025

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION: Head of Department - Mathematics, Ms Holly Cotugno

Mathematical Methods

General senior subject – revised syllabus implementation 2025

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics

General senior subject – revised syllabus implementation 2025

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative assessments

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

FURTHER INFORMATION:

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Numeracy

Short Course – revised syllabus implementation 2025

Short Course

This syllabus is currently being revised. The *Senior subject guide* will be updated after the syllabus is released in Semester 2 2024.

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

Science in Practice

Applied senior subject

Applied

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

What will I learn in Science in Practice?

You will learn to:

- Apply scientific knowledge and skills in situations to produce practical outcomes
- Build understanding of expectations for work in scientific settings and develop an understanding of career pathways and other opportunities to contribute to scientific activities
- Develop an awareness and understanding of life beyond school through authentic real-world interactions to become responsible and informed citizens
- Develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty
- Work effectively and respectfully with others while exercising flexibility, cultural awareness and willingness to compromise to accomplish common goals
- Communicate effectively and efficiently in Scientific contexts using appropriate language, terminology, symbols and diagrams
- Apply workplace health and safety practices in order to work safely and effectively in practical scientific situations

How will I learn?

Learning in Science in Practice involves:

- creative and critical thinking
- accessing, capturing and analysing information and data
- using digital technologies to undertake research, evaluate information and present data

Key aspects of learning in Science in Practice are projects and investigations

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

By the conclusion of the course of study you will have developed the ability to:

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

What career pathways can I follow?

Science in Practice 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, eg animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Course overview

Science in Practice is a four-unit course of study.

Each unit consists of 5 hours field work (some additional costs associated).

Unit descriptions	Assessment tasks (examples only)
Unit 1 - Forensic Science Students will undertake investigations of crime scenes including fingerprinting, blood spatter analysis, DNA analysis, hair and fibre, and other trace evidence. Students will also critique forensic science methods and compare to those portrayed in film and media.	**FIA1** Demonstrate the correct finger print analysis procedure to a new work college and evaluate your performance. **FIA2** Research question: "are forensic techniques accurately portrayed in film and media?"
Unit 2 – Ecology Is your water really safe to drink? How can you accurately measure water quality at home? We will develop and evaluate our own water quality testing kit and practice skills in determining safe water standards. Students will also journey to our neighbouring Coombabah Wetlands to investigate whether humans are having an impact on the native wild life in the area.	**FIA3** Develop a water testing kit and evaluate its ability to test water purity **FIA4** Research question: "are the walking paths at Coombabah Lakelands Reserve having a negative impact on the native species?"
Unit 3 – Consumer Science Students will have the opportunity to brew the "perfect" Ginger Beer recipe whilst learning about food chemistry and microbes in food. They will also analyse the psychology used behind different advertisements to sell their products and test different advertised claims….is your 99.9% disinfectant spray really doing its job?	**IA1** Create a procedure for the perfect ginger beer and evaluate your product. **IA2** Research question: "Does your 99.9% antibacterial spray really kill that many germs?"
Unit 4 – Transport Why are there road rules around seat belts, mobile phone use and drugs and alcohol while driving? Students will examine the forces and motion experienced in various transport related scenarios. They will also investigate the safety features of various vehicles including, cars, bikes, planes, skateboards and rollercoasters.	**IA3** Design an effective vehicle safety feature then test and report on its effectiveness. **IA4** Research question: "Does texting while driving actually impact reaction time?"

Assessment

Each Unit will have 2 assessment tasks completed in approximately 10-15 hours of class time.

Task 1 is a practical project in response to a scenario. Performance or Product (up to 4mins) and Multimodal Presentation (up to 5mins, or 8 A4 pages, or equivalent digital media)

Task 2 is an applied investigation to investigate a research question by collecting, analysing and interpreting primary and secondary information. Written response: up to 1000 words or Multimodal response: up to 7 minutes or 10 A4 pages

FURTHER INFORMATION:

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Biology

General senior subject – revised syllabus implementation 2025

General

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

TEXTBOOK FEE:
A textbook fee of $35 will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

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Chemistry

General senior subject – revised syllabus implementation 2025

General

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

TEXTBOOK FEE:
A textbook fee of $35 will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

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Physics

General senior subject – revised syllabus implementation 2025

General

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

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

TEXTBOOK FEE:
A textbook fee of $35 per year will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

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Building & Construction Skills

Applied senior subject – Application required – see Mr Heinemann

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures.

Building & Construction Skills is the study of the industry practices used to transform raw materials into structures to meet customer needs and expectations. This adds value for both businesses and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

What will I learn in Building & Construction Skills?

You will learn industry specific skills and knowledge relating to the safe use of hand and power tools, machinery, equipment and materials for trades such as surveying, landscaping, formwork, steel fixing, concreting, brick laying, carpentry, plastering, waterproofing, tiling and painting.

You will need to communicate using correct oral, written and graphical modes and organise, calculate, plan, evaluate and adapt as you complete each unit.

By the conclusion of the course of study, you should be able to:

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

How will I learn?

You will learn content, knowledge, skills and processes through an equal balance of theory lessons and hands-on practical activities which simulate real-world trade practices. Through working both independently and as part of a team, you must meet customer expectations of high-quality structures (which will be your criteria) and within defined deadlines. You will be required to complete a *multimodal written folio* for each assessment item *in your own time* which is *weighted equally* with your in-class practical work.

What career pathways can I follow?

This subject can establish a basis for further education and employment in the Building & Construction Industry including the civil, residential or commercial building and construction fields. These may include, but are not limited to, roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Other important information

Personal Safety

Students must provide and wear their own safety glasses and steel-toed, high ankle work boots. Steel toed volleys are not acceptable.

USER PAY SUBJECT FEES:

A subject levy will be invoiced and payable to the school prior to commencement of study.
Year 11 = $95.00
Year 12 = $175.00

Course overview

Building & Construction Skills is a four-unit course of study. Each unit is assessed with 2 assessment tasks. Please note that assessment items/artefacts are subject to change at any time, due to availability of resources, staff and materials, however the learning content and skills will remain the same irrespective of the artefacts listed.

Unit description	Unit assessment
Unit 1: Site preparation and foundations	FIA1 Site set out & preparation - surveying, excavation and levelling FIA2 Construct formwork, reinforcing and concrete pour
Unit 2: Framing and cladding	FIA3 Carpentry & cladding – Scaled wall frame, weatherboard cladding and brick veneer FIA4 Carpentry & cladding – Subfloor framing and brick piers
Unit 3: Construction in the domestic building industry	IA1 Domestic Dwelling structure - scaled house frame with brick veneer and weatherboard cladding IA2 Domestic Dwelling structure – Full sized Granny flat with brick veneer and weatherboard cladding
Unit 4: Fixing and finishing	IA3 Plastering, Waterproofing, Tiling & Painting – Tiling display board IA4 Plastering, Waterproofing, Tiling & Painting – Granny flat

Assessment

There are 2 types of assessment in this subject. Each task has 2 parts as outlined below.

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

FURTHER INFORMATION:

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Furnishing Skills

Applied senior subject – Application required see Mr Heinemann

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 to produce products.

Furnishing Skills is the study of furnishing industry practices and processes used to manage the manufacture of products from raw materials. Students will use skills and procedures to create products. Students engage in hands-on learning to demonstrate knowledge and skills that meet our local needs, available resources and teacher expertise. Students will learn to meet customer expectations of product quality and timelines.

What will I learn in Furnishing Skills?

You will learn industry specific skills and knowledge relating to the safe use of hand and power tools, machinery, equipment and materials for trades such as furniture making, cabinet making, computer aided manufacturing, interior furnishings and upholstery and basic glazing and framing. You will need to communicate using correct oral, written and graphical modes and organise, calculate, plan, evaluate and adapt as you complete each unit.

By the conclusion of the course of study, you should be able to:

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

How will I learn?

You will learn content, knowledge, skills and processes through an equal balance of theory lessons and hands-on practical activities which simulate real-world trade practices. Through working both independently and as part of a team, you must meet customer expectations of high-quality products (which will be your criteria) and within defined deadlines. You will be required to complete a *multimodal written folio* for each assessment item *in your own time* which is *weighted equally* with your in-class practical work.

What career pathways can I follow?

This subject can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Other important information

Personal Safety

Students must provide and wear their own safety glasses and steel-toed, high ankle work boots. Steel toed volleys are not acceptable.

USER PAY SUBJECT FEES:

A subject levy will be invoiced and payable to the school prior to commencement of study.

Year 11 = $175.00

Year 12 = $200.00

Course overview
Furnishing Skills is a four-unit course of study. Each unit is assessed with 2 assessment tasks. Please note that assessment items/artefacts are subject to change at any time, due to availability of resources, staff and materials, however the learning content and skills will remain the same irrespective of the artefacts listed.

Unit description	Unit assessment
Unit 1: Interior Furnishings	FIA1 - A product that requires framing and glazing (eg picture frame) FIA2 - A multi-material product that contains glazing and framing (e.g. display cabinet)
Unit 2: Production in the domestic furniture industry	FIA3- A product with multiple machined components which may include composites, polymers, metals and timber sources (e.g. chessboard) FIA4 – A multi-material domestic furniture product that includes interconnected materials and hardware (e.g. Esky with upholstered seat)
Unit 3: Cabinet-making	IA1 - A sheet board material product that requires cabinetry joinery (e.g. small cabinet or stand) IA2 – A composite sheet material manufactured product that contains knockdown fittings (e.g. flat pack style furniture)
Unit 4: Furniture-making	IA3 - A solid timber product featuring multiple joints (e.g. ukulele stand) IA4 – A multi-material product featuring multiple forms of joinery and hardware (eg ukulele)

Assessment
There are 2 types of assessment in this subject. Each task has 2 parts as outlined below.

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

FURTHER INFORMATION:

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Industrial Graphics Skills

Applied senior subject

Applied

Industrial Graphics Skills involves students learning how to read, interpret, create and present technical and working drawings for a variety of audiences. Skills and procedure required to produce industry-specific technical drawings and graphical representations, such as 2D, 3D, virtual and printed formats are used by construction and manufacturing professions to create structures and products as well as promotional materials for consumer audiences. The majority of learning is done through drafting tasks that relate to commercial and construction industries. Students will work with each other to solve problems and complete practical work in the form of folios.

What will I learn in Industrial Graphics Skills?
Students will learn how to successfully operate CAD (computer aided design) software packages in order to create 3D models and 2D plans. They will also experience CAM (computer aided manufacturing) technologies such as 3D printing and laser cutting in order to create scale models of their virtual part models. They will learn how to read and interpret plans and how to reverse engineer existing items and produce compliant plans for house extensions.

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

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

How will I learn?
Students participate in knowledge and skill building lessons throughout each unit to develop the skillsets required to complete each of the assessment tasks. They are expected to complete work outside of classes in order to reach high standard results. Assessment is always presented in multimodal folios which students must be *continually* compiling throughout each unit.

What career pathways can I follow?
Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. It is also highly recommended for those students with a trade-future focus as all trades need to read and interpret plans.

Other important information
If you will have your own laptop for this subject, you will be greatly advantaged as the software used is free for students and you will be able to work on your assessment tasks at home.

Course overview
Industrial Graphics Skills is a four-unit course of study. Each unit is assessed with 2 assessment tasks.

Unit description	Unit assessment
Unit 1 CAM Computer-aided manufacturing	FIA1 – Use CAM to manufacture a single-component object from a digital drawing (e.g. 3D printing, laser) FIA2 – Use CAM (LASER) technology to design and manufacture a multi-component trophy
Unit 2 CAD Computer-aided drafting	FIA3 - Present CAD models of single-component objects (e.g. household object) FIA4 - Create animations of multi-component CAD models (e.g. furniture flat pack item)
Unit 3 Drafting for Residential building	IA1 - Create plans for a variation to a standard project house design (e.g. container home or granny flat) IA2 - Create plans for a renovation or extension to an existing house (e.g. deck, ensuite on main bedroom)
Unit 4 Graphics for the Furnishing Industry	IA3 – Produce technical drawings for mass produced furnishings IA4 - Produce technical drawings for bespoke furniture

Assessment
There are 2 types of assessment in Industrial Graphics Skills: Practical Demonstration and Project. The elements of each type of task are very similar.

Technique	Response requirements
Practical demonstration You will perform a practical demonstration of drafting technical drawings and reflect on industry practices, skills and drawing procedures.	**Practical demonstration** Use drawing skills and procedures in 3–5 drawing production processes **Documentation** Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project You will creating technical drawings in response to a provided client brief and technical information.	**Product** Use drawing skills and procedures in 5–7 drawings representing production processes in response to a client brief and technical information. **Drawing process** Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

FURTHER INFORMATION:

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Hospitality Practices

Applied senior subject – Application required see Mrs Bailey

Applied

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses.

What will I learn in Hospitality Practices?

You will learn to:

- recognise and apply industry practices to provide a high quality of product or service;
- work with customers and clients to provide products and services that meet their needs;
- understand and demonstrate the importance of safety and hygiene in kitchen operations and other settings;
- communicate using oral, written and spoken modes;
- develop personal attributes that contribute to employability in the hospitality and other sectors;
- organise, plan, evaluate and adapt food design production and service processes for a range of events.
- Work individually or as part of a team to contribute to success of a hospitality event.

How will I learn?

The Hospitality Practices subject emphasises

- Classroom learning – focuses on the industry knowledge required to design and deliver hospitality events
- Practical learning focuses on the skills need to demonstrate safety; produce food and beverages; and provide a high standard of hospitality service
- Develop the knowledge and skills required to design, plan, implement and evaluate, for a range of hospitality events.
- Through both individual and collaborative learning experiences, you will develop food and beverage production and service skills, to an industry standard
- The majority of learning is done through tasks that you would typically see in the hospitality industry. You will be required to work individually and in teams. By the end of the course, you will be able to demonstrate adaptability, confidence, be self-motivated and work safely with colleagues to solve problems and produce high quality service.

What career pathways can I follow?

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

Other important information:

- An additional fee of $150 per year is charged for this subject (amount subject to change)
- Fully enclosed leather shoes are required for all practical lessons and events
- Long black pants are required for events
- A laptop is required to complete classwork

Course overview

Hospitality Practices is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 - Culinary trends **Exploring the hospitality industry through the context of Culinary Trends.** Investigating factors that influence culinary trends in food and beverages such as media, marketing, available ingredients, fusion of foods. You will design and make a range of current "on trend" foods and drinks.	**FIA1 – Practical Demonstration** Students **individually produce** and present a menu item that reflects a current culinary trend. For example, a finger food that is a fusion of cultural foods, a dish that satisfies dietary requirements or a meal using new ingredients. **FIA2 - Project** Students plan and deliver an event incorporating culinary trends. Students make an item individually contributing to **working in a team** to satisfy customer needs.
Unit 2 - Bar and barista basics **Exploring the hospitality industry through the context of bar and barista basics.** This unit identifies customers' needs and wants relating to food and beverages in bars and café setting. You will learn how to produce different styles of coffee and make a range of products to serve in a café environment such as slices, muffins, scones etc.	**FIA3 -Practical Demonstration** Students will **individually produce** and present a menu item for serving in a bar, they will individually create a mocktail that represents the Gold Coast. **FIA4 – Project** Students **as a team** will plan and deliver a coffee shop using barista and café skills.
Unit 3 - Casual dining In this unit you investigate casual dining options to produce suitable dishes to serve to your clients. Food produced would be suitable to be served and presented in cafes, bistros etc. Food will vary from finger foods to plated meals.	**IA1** – **Practical Demonstration** Students will **individually produce** and present a casual dining menu item. This item could include, creating a Parmigiana with a twist or incorporate a food trend. **IA2** – **Project** Students will **work as a team** to plan and deliver a casual dining event. A 2-course meal typically found on menus at café's, bistros, buffets, food trucks.

Unit 4 – Formal Dining In this unit you will investigate what formal dining examples are and produce menu items for different celebrations. You will create foods for all courses of dining, entrees, mains and desserts for formal celebrations.	**IA3** – **Practical Demonstration** Students **individually produce** and present a formal dining menu item such as: a meal suitable to serve to parents at a graduation dinner, canapes for a cocktail party. **IA4** – **Project** Students, **as a team**, plan and deliver a formal dining event using the items in the practical demonstration assessment.

Assessment Types

The assessment techniques used in Hospitality Practices are:

Practical demonstration – students produce and present an item related to the unit in response to a brief

Project – There are 2 components to each project.
Part A: Students plan and deliver an event incorporating the unit context in response to a brief

Part B: Planning and evaluation - a multimodal response (at last 2 modes delivered at the same time) up to 5 minutes, 8 A4 pages, or equivalent digital media.

USER PAY SUBJECT FEES:

A subject levy of $150 per year will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

Head of Department – Enterprise, Mrs Liz Bailey

Phone – 55523835

Email - ebail40@eq.edu.au

Dance in Practice

Applied senior subject

Applied

Uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles.

What will I learn in Dance in Practice?

You will be provided with opportunities to experience and build your understanding of the role of dance in and across communities. In particular you will:

- making (choreographing and performing) and responding to dance works in class, school and the community.
- respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.
- develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.
- explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts
- gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others;
- identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance.

How will I learn?

You will actively engage in dance in school and community contexts such as:

- engaging in diverse dance genres and styles as you shape and share dance ideas, emotions and experiences.
- developing an understanding of the key requirements of working in the dance industry and explore these through choreography and performance
- demonstrate critical and creative thinking skills as you work with others, including industry professionals to innovate and problem-solve to make and perform dances
- Learn relevant industry practice and opportunities for future employment
- collaborate to solve problems and complete project-based work in various contexts.

What career pathways can I follow?

his subject can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production. promoting future employment

and preparing students as agile, competent, innovative and safe workers who can

Other important information

Note: when taking part in this subject, performing on Dance Night and Ovation is a requirement.

Course overview

Dance in Practice is a four-unit course of study. Each unit is assessed with 2 assessment tasks.

Unit description	Unit assessment
Unit 1 – Celebration In this unit, you explore dance used for celebration through choreographing, performing and responding experiences. Celebrations can be an opportunity to acknowledge, honour, remember, show respect, entertain or express something special and enjoyable.	**FIA1: Choreographic Project** — Students plan, choreograph and evaluate a dance for a celebration event connected to their community FIA2: Performance - Students perform a teacher- or student-devised celebration dance.
Unit 2 - Industry In this unit you explore different sectors of the dance industry including professional and amateur). You will develop industry skills by exploring a variety of dance styles and genres relevant to different sectors of the dance industry.	**FIA3: Choreographic Project**- Students plan, choreograph and evaluate a dance work for a selected sector of the dance industry in a genre or style of their choice. **FIA4: Performance** - Students perform dance work/s to showcase skills connected to a selected sector of the dance industry.
Unit 3 – Health In this unit you explore you choreographing, performing and responding in dance through the concept of health-related dance. develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences.	**IA1: Performance Project** - Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. **1A2: Choreography** - Students choreograph a dance for an identified group by adapting the choreography from IA1 to be suitable for a new group.
Unit 4 – Technology In this unit, you explore the use of technology in dance and investigate how technology can affect a choreographer's creative process. You will also examine how a performer's use of dance skills differs in these contexts.	**IA3: Choreography Project** - Students plan, choreograph and evaluate a dance video for a selected artist or audience. **IA4: Performance** - Students perform a dance video connected to choreography in Assessment IA3.

Assessment

There are four types of assessment – choreography, choreographic project, performance and performance project. The elements that make up these tasks are:

Choreography	Performance	Planning and Evaluation **(all projects have this component)**
Choreography (live or recorded): up to 4 minutes	Performance (live or recorded): up to 4 minutes	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

Further advice: Head of Department – The Arts, Mr Jason Marquet Email jmarq15@eq.edu.au

Media Arts in Practice

Applied senior subject

Applied

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

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

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:

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

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

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** 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
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

USER PAY SUBJECT FEES:
A subject levy of $40 will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Music in Practice

Applied senior subject

Applied

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

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

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

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

Pathways

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:

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

FURTHER INFORMATION:

Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Visual Arts in Practice

Applied senior subject

Applied

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

What will I learn in Visual Art in Practice?

You will learn to:

- celebrate, inform or educate about identity, eg. communicate cultural or social identity,
- document real, imagined or fantastical physical appearance, eg. a true likeness, future self, superhero or avatar
- highlight or promote artistic skill, eg. to apply for arts industry opportunities.
- work collaboratively to solve problems and complete project-based work in various contexts.
- connected to relevant industry practice and opportunities

How will I learn?

In this subject you will:

- use art-making modes, media, technologies and skills to create artworks.
- plan and make decisions, explore solutions and choose strategies to achieve goals.
- communicate ideas and interpret existing stimulus (eg. problems, events, stories, places, objects, the work of artists or artisans) and generate and express individualised ideas
- evaluate and make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations

What career pathways can I follow?

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.

Course overview

Visual Arts in Practice is a four-unit course of study. Each unit has 2 items of assessment

Unit option	Unit title
Unit 1 Looking inwards (self) In this unit, students explore and respond to ideas about self. Students identify figurative and non-figurative ways to create representations of self.	**FIA1: Project** - Students make and evaluate an experimental folio that explores representation of self. Students plan a resolved artwork **FIA2: Resolved Art Work** - Students make a resolved artwork that communicates representation of self from Assessment FIA1.
Unit 2 Looking outwards (others) In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	**FIA2: Project** –Students make a resolved artwork that communicates representation of self from Assessment A1. **FIA4: Resolved Work** - Students make a resolved artwork that communicates about a local, national or global issue in a social space.
Unit 3 option Clients In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations.	**IA1 Project** - Students make and evaluate a design proposal for a commissioned artwork in response to a client brief. Students plan a resolved artwork. **IA2: Resolved Work -** Students make a resolved artwork that addresses client needs and specifications from Assessment IA1.
Unit 4 Transform & Extend In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.	**IA3: Project** – Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Students plan a resolved artwork. **IA4: Resolved Work** - Students make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment IA3.

Assessment

The assessment techniques used in Arts in Practice are:
1. Resolved Works. You will **make** an **arts work** in response to the selected issue, celebration, event, opportunity explored in the project and communicate ideas about the unit focus.
2. Project. You will **plan**, **make** and **evaluate** an **arts work** to communicate the unit focus about a selected issue, celebration, event, opportunity or exploration.

Making Arts Work is a product using either: 2D, 3D, digital (static), time-based audio, moving image, written response, and can include up to 4 pieces
Planning and Evaluation can be completed either using a multimodal, written or spoken formats.

USER PAY SUBJECT FEES:
A subject levy of $60 will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:

Head of Department – The Arts, Mr Jason Marquet
Phone 55523876, Email jmarq15@eq.edu.au
Visual Art Coordinator - Ms Alison Worthington
Phone 55523841, Email awort18@eq.edu.au

Film, Television & New Media

General senior subject – revised syllabus implementation 2025

General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

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):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

FURTHER INFORMATION:
Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Visual Art

General senior subject – revised syllabus implementation 2025

General

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

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

Pathways

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

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

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

USER PAY SUBJECT FEES:
A subject levy of $60 per year will be invoiced and payable to the school prior to commencement of study.

FURTHER INFORMATION:
Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Visual Art Coordinator - Ms Alison Worthington
Phone 55523841
Email awort18@eq.edu.au

School of Distance Education

ATAR Pathway Students ONLY
(Approval Required – See Ms Shearer)

Due to low demand and enrolments in some subjects, ATAR students may have the option of studying a General subject that cannot be offered at Coombabah. The demands of studying via Distance Education are quite high and require the student to be highly motivated and independent.

- A student may study a maximum of one subject through BrisbaneSDE
- A maximum of five students per school per subject per year level may be enrolled at BrisbaneSDE
- Submission of an enrolment application implies that all prerequisites and course requirements have been met. Enrolment applications will be processed and submitted through Coombabah
- Students will be required to attend 3 x 70 minute online lessons. Timetables for these classes are generated by the SDE and are not flexible. This may mean a clash with one of their school-based subjects.

Equipment and resources:
The student must have the necessary IT equipment and support including:

- a computer with internet access and headset with microphone for each student
- a copy of the relevant textbooks, as well as other subject-specific requirements (for example, calculators, art supplies, scientific equipment) as specified by BrisbaneSDE.
- Some subjects incur a subject charge and will be invoiced accordingly.

Available subject offerings:
*All 2025 Year 11 subjects are currently being revised.
2024 SDE Subject Guide is available from https://brisbanesde.eq.edu.au/enrolments/school-based

General Subject	Pre-requisites	Pathways
Psychology	It is strongly recommended that a student has achieved a B or above in Year 10 English, Science and Mathematics Extension.	Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.
Health	Health is a demanding literacy-based subject. It is strongly advised that a student has achieved a B or above in Year 10 English. The assessments in Health involve extended written responses.	A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.
Digital Solutions	It is strongly recommended that a student has achieved a C or above in Year 9 or Year 10 Digital Technologies, C or above in Year 10 Mathematics (Standard), and C or above in Year 10 English.	A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

For more information:
Cathy Shearer - Director of Curriculum cshea3@eq.edu.au Phone: 55523873

AQF CERTIFICATE COURSES

Certificate I in Construction (My Industry Training)

(Application required – see Mr Heinemann)

CPC10120 - CERTIFICATE I IN CONSTRUCTION	
RTO number – 32452 ***Adapt Education trading as My Industry Training is responsible for training and assessment.*** *The following information was correct at time of publication but subject to change.*	
FACULTY:	**INDUSTRIAL TECHNOLOGY & DESIGN** my industry training
WHY STUDY?	
This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.	
ENTRY REQUIREMENTS	
It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills. **VETiS funding must be available.**	
COURSE OUTLINE	
Construction is a VETiS funded certificate course which is delivered over one half-day/week for one year. This course will be a **seventh subject**. Students may gain the credential in Certificate I in Construction and a possible 3 QCE points. This Nationally Recognised course consists of 11 units:	
CODE	**DESCRIPTION: C = core E = elective**
CPCCCM2004	Handle construction materials
CPCCCM2005	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001	Read and interpret plans and specifications
Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.	
COURSE FEATURES	
Students participate in real and simulated construction projects in a developmental approach. Students must adhere to strict safety practices as reflected in industry.	
ASSESSMENT	
Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that includes demonstration of your skills in the workplace. Recorded as observations by your trainer.	
PATHWAYS	
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate I allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction. Coombabah State High School does not guarantee a particular employment outcome.	
EXPENSES	
This course will be **FREE** for VETiS funded students. A fee for service of $800 will be required for Non-VETiS funded students. Students must provide their own safety (steel toed) boots and safety glasses (AS1337).	
FURTHER INFORMATION: Head of Department, Mr Mika Heinemann, phone 55523836 or email mhein2@eq.edu.au	

Certificate I in Construction – Excellence (Gold Coast School of Construction)

(Application required – see Mr Heinemann)

CPC10120 - CERTIFICATE I IN CONSTRUCTION – EXCELLENCE PROGRAM	
GCSC	*RTO:* Course is conducted by *the* ***Gold Coast School of Construction*** *The following information was correct at time of publication but subject to change.*
HUTCHIES TRAINING	

FACULTY:	**INDUSTRIAL TECHNOLOGY & DESIGN**

WHY STUDY?

This qualification covers essential workplace health and safety requirements, information about working in the industry, communication skills, planning and preparing for projects, working individually and in teams and basic use of tools and materials used in construction.

PREFERRED PREREQUISITES

This is an ***EXCELLENCE COURSE*** for **SELECTED YEAR 11/12 STUDENTS ONLY**.
To be eligible for this program students apply during year 10/11 with a supporting reference of an ITD teacher along with a proven mature attitude and passion for a career in the construction industry.
Students must be **VETiS eligible,** which means they **CANNOT COMPLETE ANY OTHER CERTIFICATE I OR II QUALIFICATION**. The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet OHS regulatory authority requirements for OHS. The completion of this competency facilitates the issuing of a 'White Card.'

COURSE OUTLINE

Training is delivered face-to-face in a workshop and classroom environment and supported with a Learning Management System (LMS).

CODE	DESCRIPTION:
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurement and calculations
CPCCOM2001	Read and interpret plans and specifications
CPCCCM1011	Undertake basic estimation and costings
CPCCCM2004	Handle construction materials
CPCCCM2005	Use construction tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCVE1011	Undertake a basic computer design project

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

We currently have campuses in the following locations: GCSC Yatala – Modular Construction Yard and GCSC The Lanes, Mermaid Waters. All training is conducted 1 day/fortnight on one of these chosen sites.

ASSESSMENT

Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that include demonstration of your skills in the workplace. Recorded as observations by your trainer.

PATHWAYS

There are no specific job outcomes requiring this qualification, but the skills achieved will assist in successfully undertaking a Certificate III apprenticeship or traineeship.

EXPENSES

Participants attending the course will be provided with access to online learning resources and all materials for practical units.

FURTHER INFORMATION:

Head of Department, Mr Mika Heinemann, phone 55523836 or email mhein2@eq.edu.au

Certificate II Health Support Services/Certificate III in Health Services Assistance (TAFE in School)

HLT23215 - CERTIFICATE II IN HEALTH SUPPORT SERVICES
HLT33115 - CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

RTO: TAFE Queensland Gold Coast. Classes will be held one afternoon per week at Coombabah SHS.
The following information was correct at time of publication but subject to change.

WHY STUDY?

NATIONALLY RECOGNISED TRAINING

This course will provide you with the knowledge and skills to work as a Health Service Assistant in nursing occupations. This course provides successful students a nationally recognised credential as an AIN Nurse (Assistant in Nursing) or carer/Health Assistant/ Porter Orderly.

PREFERRED PREREQUISITES

Essential Skills

- Be able to maintain focus and concentration for an entire day on one subject area
- Be self-motivated, punctual and display a high level of maturity at all times

Please also note that students require a laptop with internet/school network as a MANDATORY COMPONENT to taking this course.

COURSE OUTLINE

Health Services is a course offered to Year 11 students, taking 18 months to gain the credential and 8 points towards their QCE (upon successful completion only). Units of competency included are:

CODE	DESCRIPTION – CORE	ELECTIVE
CHCCOM005	Communicate and work in health or community Services	
CHCDIV001	Work with diverse people	
HLTINF001	Comply with infection prevention and control policies and procedures	
HLTWHS001	Participate in workplace health and safety	
HLTAAP001	Recognise healthy body systems	
BSBMED301	Interpret and apply medical terminology appropriately	
BSBWOR301	Organise personal work priorities and development	
CHCCCS020		Respond effectively to behaviours of concern
CHCCCS012		Prepare and maintain beds
CHCCCS026		Transport individuals
BSBFLM312		Contribute to team effectiveness
BSBWOR203		Work effectively with others
CHCCCS015		Provide individualised support
HLTAID003		Provide First Aid
CHCDIV002		Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCCCS010		Maintain high standard of service

HLTAID001		Provide cardiopulmonary resuscitation
CHCMHS001		Work with people with mental health issues
CHCAGE001		Facilitate the empowerment of older people
CHCCCS011		Meet personal support needs

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

ASSESSMENT

Most assessment will be competency based with online multiple-choice questions and short answer questions to submit.
Students must attend practical experience in a simulated work environment at Coombabah SHS and TAFE (prac rooms) and complete 80 hours of placement over the course at a selected nursing home. This maybe in the form of 2 x 1-week blocks in which students will need to be present for five (5) full days/week, and this will occur in the school holidays. At times students will need to complete practical training days at the Southport Campus of TAFE. It is the student's responsibility to find their own transport to the venue.

HOMEWORK/STUDY

Is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

PATHWAYS

Job opportunities include: mainly nursing homes, therapy assistant, physiotherapy assistant, occupational therapy assistant, podiatry assistant, speech pathology assistant, and general health assistant in a range of settings such as aged care facilities and hospitals. Coombabah State High School does not guarantee that a student will obtain a particular employment outcome.

EXPENSES

$724 course fees (to be confirmed by TAFE) plus purchase a TAFE uniform (polo shirt) $35.00, black pants, black leather upper shoes, obtain a Blue Card, undertake an Australian Federal check $42.00 and produce evidence of immunisations and Serology that immunisation are still effective. An additional $20 per year school based levy to cover consumable materials.
NB: TQGC reserves the right to negotiate new contract terms if minimum numbers for the Northern Collegiate cohort are not maintained throughout the course duration / Work Experience of 80-120 hours recommended. Course fee could also increase.

FURTHER INFORMATION: Head of Department – Enterprise and Vocational Pathways, Mrs Liz Bailey
Phone 55523835 or email ebail40@eq.edu.au

Certificate II in Hospitality/ Certificate III in Hospitality (Blueprint Career Development) (Application required)

SIT20322 - CERTIFICATE II IN HOSPITALITY SIT306122 - CERTIFICATE III IN HOSPITALITY	
RTO: Blueprint Career Development is the RTO and presented by CSHS teachers. *The following information was correct at time of publication but subject to change.*	
FACULTY:	**ENTERPRISE**

WHY STUDY?

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment with the hospitality industry.

PREFERRED PREREQUISITES

- There are no pre-requisites for this qualification but a genuine interest in hospitality is required.
- **Compulsory - Laptop as course is on line.**
- Black leather shoes and black pants/knee length skirt for functions.
- Leather shoes for practical cooking lessons.

COURSE OUTLINE

SIT20322 Certificate II in Hospitality: 12 units must be completed (6 core units and 6 elective units). Elective units will be selected by teacher presenting course. On successful completion of this certificate course the students will gain 4 points.

For an additional cost students can elect to complete a SIT30622 Certificate III in Hospitality: (15 units) is a combination of 7 core and 8 elective units from both certificates.
Hospitality courses are offered to Year 11 students, taking 18 months to gain the credential and up to 8 points towards their QCE (upon successful completion only).

Units of competency included are:

CODE	DESCRIPTION – CORE	ELECTIVE
BSBTWK201	Work effectively with others (Cert II/III)	
SITHIND006	Source and use information on the hospitality industry (Cert II/III)	
SITHIND007	Use hospitality skills effectively (Cert II)	
SITHIND008	Work effectively in hospitality service (Cert III)	
SITXCOM007	Show social and cultural sensitivity (Cert II/III)	
SITXCCS011	Interact with customers (Cert II)	
SITXCCS014	Provide service to customers (Cert III)	
SITXHRM007	Coach others in job skills (Cert III)	
SITXWHS005	Participate in safe work practices (Cert II/III)	
SITXFSA005		Use hygienic practices for food safety (Cert II/III)
SITHFAB025		Prepare and serve espresso coffee (Cert II/III)

SITHFAB021		Provide responsible service of alcohol (Cert II/III)
SITHFAB027		Serve food and beverages (Cert III)
SITHGAM022		Provide responsible gambling services (Cert III)
SITHFAB024		Prepare and serve non-alcoholic beverages (Cert II/III)
SITHCCC024		Prepare and present simple dishes (Cert II)
SITXFIN007		Process financial transactions (Cert III)
HLTAID011		Provide cardiopulmonary resuscitation (Cert III)

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

- Hotel School – students have the opportunity to "live in" at a leading Gold Coast or Brisbane hotel and complete work experience in different sectors of the hotel and complete work experience in different sectors of the hotel (3 days and 2 nights).
- **Students must complete a mandatory 12 shifts of hospitality industry placement for Certificate II.**
- **Students must complete a mandatory 36 shifts of hospitality industry placement for Certificate III.**

It is a requirement that students participate in at least two (2) School functions **each year** held **AFTER HOURS** that are catered for by the Hospitality Department.

ASSESSMENT

- Students are required to complete ALL modules including theory and practical exercises.
- Theory needs to be completed on-line and submitted to Blueprint Career development on set due dates.
- Practical cookery is a requirement of this course.
- Involvement in school functions is COMPULSORY.

PATHWAYS

Career opportunities include: café attendant, catering assistant, food and beverage attendant or apprentice chef

EXPENSES

Certificate II free if accessing VETiS funding or a full service fee of $1,200.00.
Certificate III additional cost of $100.00 per unit if using VETiS funding or full service fee of $1,500.00.
VETiS funding is available to all students BUT can only be used **ONCE** to complete a certificate course.
Parents will be invoiced directly from ***Blueprint Career Development.***

FURTHER INFORMATION:

Head of Department – Enterprise and Vocational Pathways, Mrs Liz Bailey
Phone 55523835 or email ebail40@eq.edu.au

Certificate II in Horticulture (LT Training Enterprises)

AHC20416 - CERTIFICATE II IN HORTICULTURE	
RTO number – 45726 ***LT Training Enterprises is responsible for training and assessment.*** *The following information was correct at time of publication but subject to change.*	
FACULTY:	**INCLUSION**
WHY STUDY?	
This is a certificated industry course that gives students a nationally recognised credential. The course would be beneficial to students wishing to begin a career as a Nursery Assistant, Landscape Gardener, Horticulturalist Assistant, Gardener or Crop Worker.	
ENTRY REQUIREMENTS	
It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills. Only VETiS eligible students may apply.	
COURSE OUTLINE	
Horticulture is a VETiS funded certificate course which is delivered over 4 x one hour lessons/week for one year. Students may gain the credential in Certificate II in Horticulture and a possible 4 QCE points. This Nationally Recognised course consists of 15 units: 5 core units and 10 elective units.	

CODE	DESCRIPTION – CORE	ELECTIVE
AHCWHS201	Participate in work health and safety processes	
AHCPCM201	Recognise plants	
AHCPMG201	Treat weeds	
AHCPMG202	Treat plant pests, diseases and disorders	
AHCSOL202	Assist with soil or growing media sampling and testing	
AHCCHM201		Apply chemicals under supervision
AHCINF203		Maintain properties and structures
AHCMOM203		Operate basic machinery and equipment
AHCMOM204		Undertake operational maintenance of machinery
AHCLSC201		Assist with landscape construction work
AHCPGD201		Plant trees and shrubs
AHCWRK205		Participate in workplace communications
AHCWRK209		Participate in environmentally sustainable work practices
TLID1001		Shift materials safely using manual handling methods
AHCBIO201		Inspect and clean machinery (Weed and Seed)

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

Students participate in online and practical assessments. Students must adhere to strict safety practices as reflected in industry.

ASSESSMENT
Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that includes demonstration of your skills in the workplace. Recorded as observations by your trainer.
PATHWAYS
This qualification is suitable for home gardeners and sole traders, including handypersons and landscapers. It teaches students the fundamentals of planting, potting and maintaining trees, shrubs and plants. Students also learn effective methods of soil testing and how to treat weeds, pests and diseases, including safe handling of chemicals. There is instruction about hard landscaping such as the construction of raised garden beds. Information is also given about the use and maintenance of a variety of tools and machinery. Coombabah State High School does not guarantee a particular employment outcome.
EXPENSES
As this course is only available to students who are VETiS funded, there is no fee. Students must provide their own safety (steel toed) boots and safety glasses (AS1337).
FURTHER INFORMATION: Deputy Principal – Inclusion Mrs Peta Purdon Phone 55523874 Email ppurd1@eq.edu.au

Certificate III in Business (Blueprint Career Development)

ATAR SUBJECT	BSB30120 - CERTIFICATE III IN BUSINESS

RTO: Blueprint Career Development is the RTO and presented by Coombabah teachers.
The following information was correct at time of publication but subject to change.

FACULTY:	VOCATIONAL PATHWAYS

WHY STUDY?

The world in which we live in is dominated by businesses both big and small. There is a strong argument that in the future, everyone will need to have had a business education as whatever you do in your professional life, the chances are that it will involve some form of business. From customer service and occupational health and safety, to a number of specialty areas including administration, finance, marketing and management, modern businesses are not just about boring paper jobs! Use this Certificate III in Business to gain knowledge about the engine that drives the world, and then take your skills off the page and put them towards an exciting career.

PREFERRED PREREQUISITES

Nil

COURSE OUTLINE

Certificate III in Business is a certificate course taking up to 2 years for students to gain the accreditation and 8 points towards their QCE (upon successful completion only). The following list shows the Units of Competency that will be delivered and assessed. To achieve a Certificate III in Business 12 units must be completed including 1 core unit and 11 elective units.

CODE	DESCRIPTION – CORE	ELECTIVE
BSBPEF201	Support personal wellbeing in the workplace	
BSBTWK301	Use inclusive work practices	
BSBCRT311	Apply critical thinking skills in a team environment	
BSBSUS211	Participate in sustainable work practices	
BSBWHS311	Assist with maintaining workplace safely	
BSBXCM301	Engage in workplace communication	
BSBTEC301		Design and produce business documents
BSBTEC302		Design and produce spreadsheets
BSBTEC303		Create electronic presentations
BSBPEF301		Organise personal work priorities
BSBCMM211		Apply communication skills
BSBPEF101		Plan and prepare for work readiness

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

This program has been designed for students to study at school or home:

- This course will be a blended delivery with online projects, activities and skill-based training.
- No mandatory service periods but students are encouraged to gain work experience in a business environment.
- Webinar and tutorial support offered.
- Credit transfer and RPL options available.

ASSESSMENT
• Students are required to complete ALL modules including theory and practical exercises. • Theory needs to be completed on-line and submitted to Blueprint Career development on set due dates.
PATHWAYS
Career opportunities include: Customer Service advisor, Data entry operator, General clerk, Word processing operator.
EXPENSES
Course is $320.00. Parents will be invoiced directly from ***Blueprint Career Development.***
FURTHER INFORMATION: Head of Department – Humanities Mrs Olivia Morrissey Phone 55523846 Email omorr15@eq.edu.au

Certificate II in Skills for Work and Vocational Pathways

FSK20119 - CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS	
RTO: Coombabah SHS. *The following information was correct at time of publication but subject to change.*	
FACULTY:	**HUMANITIES + VOCATIONAL PATHWAYS**
WHY STUDY?	
NATIONALLY RECOGNISED TRAINING Todays' society is ever changing and the job market is evolving faster than many can keep up with. Having a broad range of skills in preparation for entering the job market will set students up for success, and enable them to have entry level skills many others wouldn't have. The Certificate II in Skills for Work and Vocational Pathways focuses on improving digital literacy, reading, writing, numeracy, oral communication, learning and employability skills, and will help students to be confident with the skills required for daily workplace tasks. This qualification is designed for individuals who require skills development to prepare for workforce entry or vocational training pathways.	
PREFERRED PREREQUISITES	
Nil	
COURSE OUTLINE	
Certificate II in Skills for Work and Vocational Pathways is a certificate course taking up to 2 years for students to gain the accreditation and 4 credits towards their QCE (upon successful completion only). The following list shows the Units of Competency that will be delivered and assessed. To achieve a Certificate II in Skills for Work and Vocational Pathways 14 units must be completed including 1 core unit and 13 elective units.	

CODE	DESCRIPTION – CORE	ELECTIVE
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
FSKRDG010		Read and respond to routine workplace information
FSKOCM007		Interact effectively with others at work
FSKWTG009		Write routine workplace texts
FSKLRG009		Use strategies to respond to routine workplace problems
FSKLRG010		Use routine strategies for career planning
SIRXHWB001		Maintain personal health and wellbeing
AUMAFA001		Apply for jobs and undertake job interviews
SIRXWHS002		Contribute to workplace health and safety
FSKDIG002		Use digital technology for routine and simple workplace tasks
FSKLRG007		Use strategies to identify job opportunities
FSKWTG001		Complete personal details on extremely simple and short workplace forms

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES
This program has been designed for students to study at school: • This course will be a blended delivery with projects, activities and skill-based training. • No mandatory service periods but students are encouraged to gain work experience in a business environment. • Credit transfer and RPL options available.
ASSESSMENT
Students are required to complete ALL modules including theory and practical exercises.
PATHWAYS
This qualification provides students with skills and knowledge to undertake additional vocational training, or basic skills to begin working.
EXPENSES
No cost involved.
FURTHER INFORMATION: Head of Department – Humanities Mrs Olivia Morrissey Phone 55523846 Email omorr15@eq.edu.au

Certificate II in Workplace Skills

BSB20120 - CERTIFICATE II IN WORKPLACE SKILLS (formerly Certificate II in Business)

RTO: Coombabah SHS.
Please note: This qualification has been renamed, and was originally called the Certificate II in Business.
The following information was correct at time of publication but subject to change

FACULTY: **HUMANITIES VOCATIONAL PATHWAYS**

WHY STUDY?

NATIONALLY RECOGNISED TRAINING

The world in which we live in is dominated by businesses both big and small. There is a strong argument that in the future, everyone will need to have had a business education as whatever you do in your professional life, the chances are that it will involve some form of business. The Certificate II in Workplace skills qualification provides foundational skills and knowledge needed to start your career in the Business world. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

PREFERRED PREREQUISITES

Nil

COURSE OUTLINE

Certificate II in Workplace Skills is a certificate course taking up to 2 years for students to gain the accreditation and 4 credits towards their QCE (upon successful completion only). The following list shows the Units of Competency that will be delivered and assessed. To achieve a Certificate II in Business 10 units must be completed including 5 core unit and 5 elective units.

CODE	DESCRIPTION – CORE	ELECTIVE
BSBCMM211	Apply communication skills	
BSBOPS201	Work effectively in business environments	
BSBPEF202	Plan and apply time management	
BSBSUS211	Participate in sustainable work practices	
BSBWHS211	Contribute to the health and safety of self and others	
BSBPEF201		Support personal wellbeing in the workplace
BSBTEC201		Use business software applications
BSBTEC202		Use digital technologies to communicate in a work environment
BSBTWK201		Work effectively with others
BSBTEC303		Create Electronic Presentations – Certificate III

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

This program has been designed for students to study at school

- This course will be a blended delivery with projects, activities and skill-based training.
- No mandatory service periods but students are encouraged to gain work experience in a business environment.
- Credit transfer and RPL options available

ASSESSMENT

Students are required to complete ALL modules including theory and practical exercises.

PATHWAYS
Career opportunities include: Office administration assistant, Customer Service, General clerk, Word processing operator.
EXPENSES
No cost involved.
FURTHER INFORMATION: Head of Department – Humanities Mrs Olivia Morrissey Phone 55523846 Email omorr15@eq.edu.au

Certificate II Sampling and Measurement and Certificate III Laboratory Skills (ABC Training)

CERTIFICATE II Sampling and Measurement/Certificate III Laboratory Skills

RTO: Course is conducted by *ABC Training*
The following information was correct at time of publication but subject to change.

FACULTY:	***SCIENCE***

WHY STUDY?

This qualification gives you the foundational skills to collect, handle and transport samples. You will get the practical skills and knowledge to work effectively within a laboratory or field workplace. Learn how to record and store data, perform simple calculations, and present your results. You'll also develop effective interpersonal skills, learn how to follow work health and safety (WHS) policies and procedures, and comply with environmental regulations.

PREFERRED PREREQUISITES

It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills. **Only VETiS eligible students may apply.**

COURSE OUTLINE

Training is delivered both online and face-to-face with students completing online theory modules through a learning management system and demonstrate practical skills through laboratory and field work modules.

CODE	DESCRIPTION:
MSL913004	Plan and conduct laboratory / field work
MSL922002	Record and present data
MSL933009	Contribute to the achievement of quality objectives
MSL943004	Participate in laboratory or field workplace safety
BSBCMM211	Apply communication skills
MSL912002	Work within a laboratory/field workplace
MSL914002	Prepare practical science classes and demonstrations
MSL924006	Use laboratory application software
MSL933006	Maintain the laboratory/field workplace fit for purpose
MSL934008	Maintain instruments and equipment
MSL934010	Maintain and control stocks
MSL973025	Perform basic tests
MSL973026	Prepare working solution

This is a pass or fail course. Students must successfully complete all units to gain qualifications. Throughout the course students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

This program has been designed for students to study at school

- This course will be a blended delivery with online learning modules, activities and skill-based training.

ASSESSMENT

Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that include demonstration of your skills in the workplace.

PATHWAYS
Career opportunities: Upon successfully finishing this course, you'll be eligible for employment as a laboratory assistant in sectors like food technology, pathology, educational institutions, or various trades.
EXPENSES
Participants attending the course will be provided with access to online learning resources and all materials for practical units. Cost for 2025 will be advised. VETiS funding will be utilised.
FURTHER INFORMATION: Head of Department – Sciences Mrs Erin Bolger Phone 55523888 Email ebolg3@eq.edu.au

TAFE AT SCHOOL

2024 Courses

QUALIFICATIONS	DELIVERY	CAMPUS	DURATION	VETiS FUNDING	FEES	QCE CREDITS	YEAR LEVELS	ATAR
Animal Studies								
ACM20121 Certificate II in Animal Care	Face to face 1 day per week	Ashmore	4 terms	Yes	No	4	11,12	
Beauty and Hairdressing								
SHB20216 Certificate II in Salon Assistant	Face to face 1 day per week	Robina	4 terms	Yes	No	4	10,11,12	
SHB20121 Certificate II in Retail Cosmetics	Face to face 1 day per week	Robina	4 terms	Yes	No	4	10,11,12	
Community Services								
CHC22015 Certificate II in Community Services	Online course with 9 timetabled face to face workshops throughout the course	Southport	4 terms	Yes	No	4	10,11,12	
Creative								
CUA30720 Certificate III in Design Fundamentals	Face to face 1 day per week	Coomera	4 terms	No	$3336	8	10,11,12	Yes
CUA30920 Certificate III in Music	Face to face 1 day per week	Coomera	4 terms	No	$2904	7	10,11,12	Yes
CUA31020 Certificate III in Screen and Media	Face to face 1 day per week	Coomera	4 terms	No	$2772	6	10,11,12	Yes
Health and Nursing								
Partial completion of HLT54121 Diploma of Nursing (6 units)	Mixed Mode Online wit 5 practical lab sessions	Southport	4 terms	No	$5015	6	12	
Partial completion of HLT54121 Diploma of Nursing (10 units)	Mixed Mode Online with 12 practical sessions	Southport	8 terms	No	$8907	8	10,11	
Hospitality and Cookery								
SIT20322 Certificate II in Hospitality	Face to face 1 day per week	Robina	4 terms	Yes	No		10,11,12	
SIT20421 Certificate II in Cookery	Face to face 1 day per week	Robina	4 terms	Yes	No		10,11,12	
Information Technology								
ICT30120 Certificate III in Information Technology	Face to face 1 day per week	Coomera	4 terms	No	$3624	8	10,11,12	Yes

Sports and Fitness								
SIS20321 Certificate II in Sport Coaching/SIS30321 Certificate III in Fitness (Dual Award)	Mixed mode 1 day per week	Robina	8 terms	Yes – SIS20321 only	$820	8	10,11	Yes
TRADES								
UEE22020 Certificate II in Electrotechnology (Career Start)	Face to face 1 day per week	Ashmore	5 terms	Yes	$	4	10,11,12	
MEM20413 Certificate II in Engineering Pathways	Face to face 1 day per week	Ashmore	4 terms	Yes	$	4	10,11,12	
MSF20516 Certificate II in Furniture Making Pathways	Mixed Mode 1 day per week	Ashmore	4 terms	Yes	$	4	10,11,12	
MEM20413 Certificate II in Engineering Pathways	Face to face 1 day per week	Coomera Marine	4 terms	Yes	$	4	10,11,12	
1105NAT Certificate II in Plumbing Services	Face to face 80 hours of vocational placement	Ashmore	4 terms	Yes	$	4	10,11,12	

Contact TAFE 1300 308 233
https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school

NB Prices subject to change without notice

NORTHERN COLLEGIATE SCHOOLS PROGRAM 2025

In the Northern Gold Coast District, Coombabah SHS, Helensvale SHS, Pacific Pines SHS and Upper Coomera State College have joined together to form the Northern Collegiate.
Under a shared campus arrangement each of the schools is offering Certificate III courses in which any Year 10 student is invited to enrol. Students are responsible for their own transport arrangements.

Courses are run either on a full day or part day basis. Each host school will have more details on the courses they offer.
Courses proposed for offer in 2023 (dependent on qualified staff being available) are:

- HLT32512/HLT21212 Certificate III in Health Services Assistance/Certificate II in Health Support Services
  (Coombabah SHS – Monday afternoon or Wednesday full day)
- LMT21707 Certificate II in Applied Fashion Design & Technology
  (Helensvale SHS – Tuesday afternoon/evening class)
- 39292QLD Certificate IV in Justice Studies
  (Helensvale SHS – Wednesday afternoon/evening class)

Students who are interested should see the Guidance Counsellor for more information regarding academic criteria, prerequisites etc.

Contact Person: Mrs Liz Bailey, Phone 5552 3835, email ebail40@eq.edu.au

39292QLD - Certificate IV in Justice Studies

Course Code: 39292QLD **Course name:** Certificate IV in Justice Studies
Subject Type: VET **Duration:** Two years

Head of Department
Business and Enterprise Education Department
Staffroom: NSR1 Telephone: 5573 8559

Course Cost: $600.00

Payment for all Certificate courses is required in full on application.

Qualification Packaging Rules: Total number of units = 10

6 core units *plus* ***4 elective*** *units*

QCE Points
Successful completion of the course gives students direct entry into the Bachelor of Justice and Legal Studies at the University of the Sunshine Coast with 4 credit points (equivalent to 6 months off the duration of the course). Completion also guarantees 8 QCE points.
Please Note: if you choose this subject, you must be prepared to attend a night class

Qualification Description: Are you interested in a career in a justice related profession? Students who show a keen interest seeking employment in law associated jobs would benefit from this course. Police Service, Justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigation are some like industries whereby the skill and knowledge acquired from the completion of this course would significantly advantage the students.

Course Outline

BSBLEG413A	Identify and apply the legal framework
QLD594JUS01A	Communicate with clients on justice related issues
QLD594JUS02A	Prepare documentation for court proceedings
QLD594JUS03A	Analyse social justice issues
PSPREG411A	Gather information through interviews
BSBWOR404A	Develop work priorities
BSBRES401A	Analyse and present research information
BSBWOR402A	Promote team effectiveness
PSPREG409B	Prepare a brief of evidence
BSBLEG416A	Apply the principles of the law of torts

Assessment: is competency based and therefore no levels of achievement are awarded. See page 47 for further information regarding competency and assessment in VET.

FURTHER INFORMATION
Head of Department – Sciences Mrs Erin Bolger
Phone 55523888
Email ebolg3@eq.edu.au

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.
Fees: The course cost is required upon application into the course and are paid directly to Unity College. Refunds for exiting the course are on a prorate bases (less $50.00 administration fee). Students must have evidence of reason why exit from the course is being sought with application for a refund made to the Principal. In the instance where the school cannot meet the human resources or physical required of the course (once commenced) the school will make alternative arrangements for student to complete the course. Please note this may incur an additional fee.

GeSS Education Courses

This can be selected as one of your subject selection
Students may choose to undertake one of the following courses offered through GeSS. Further information about each of these courses and expenses can be accessed on our school website or from https://www.gesseducation.edu.au/

Course may be offered at school depending on enrolments, otherwise it is a blended learning model using online and face to face at GeSS located at Level 8, Australia Fair, 36 Marine Parade, Southport.

Sport Courses

- CUA30313 Certificate III in Assistant Dance Teaching
- SIS20122 Certificate II in Sports & Recreation **VETis funding available.*
- SIS30321 Certificate III in Fitness
- SIS40211 Certificate IV in Fitness
- SIS50321 Diploma of Sport (Coaching & Development)
- SIS50321 Diploma of Sport (Coaching) *Esport Edition

Health & Education Courses

- CHC33015 Certificate III in Individual Support (Ageing & Disability)
- CHC52015 Diploma of Community Services
- CHC50221 Diploma of School Age Education & Care

Business Courses

- BSB40120 Certificate IV in Business (Cyber Security)
- BSB50120 Diploma of Business
- SIT50322 Diploma of Event Management
- SIT50122 Diploma of Travel & Tourism
- BSB50820 Diploma of Project Management
- BSB50420 Diploma of Leadership & Management

Additional information:

- A Diploma/Certificate III/IV can earn students up to 8 QCE points and a Certificate II can earn up to 4 QCE points
- If students are completing ATAR subjects at high school - they can complete a Diploma to gain an 82 ATAR, Certificate IV can gain a 74 ATAR and a Certificate III can gain a 68 ATAR. This awarded ATAR will be increased through your QTAC university applications. If you are applying to Griffith University or QUT it will be increased to their awarded 87 ATAR for completed Diplomas.
- Successful completion of your GeSS Education courses can provide you with an alternative ATAR score:
  - **Griffith University:** 87 ATAR (Diploma) 74 ATAR (Certificate IV) 68 ATAR (Certificate III) **Griffith University offers VET Guaranteed Admission for a range of Bachelor programs upon completion of students Certificate III, IV and Diploma programs.*
    More information - https://www.griffith.edu.au/apply/guaranteed-admission-scheme
  - **Southern Cross University:** 75 ATAR (Diploma) 73 ATAR (Certificate IV) 67 ATAR (Certificate III)
  - **Bond University:** 78 ATAR (Diploma) 74 ATAR (Certificate IV)
  - **QUT:** 87 ATAR (Diploma) 74 ATAR (Certificate IV) 68 ATAR (Certificate III)
  - **UQ:** **Please note UQ unfortunately, do not accept VET qualifications for year 12 school leavers as a standalone rank. UQ applicants need to undertake ATAR subjects at school.*

**These ATAR awards are correct as of 2024.