Smithfield
State High School

SMITHFIELD STATE HIGH SCHOOL

YEAR 11 & 12 2027-2028 SENIOR COURSE GUIDE



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Introduction

At Smithfield State High School – Tropical North Learning Academy, we understand the significance of tailoring education to individual needs, aspirations, and pathways.

This Senior Subject guide serves as a comprehensive resource, designed to support students and parents/carers in making informed decisions regarding subject selection.

Our curriculum offerings accommodate diverse student interests, strengths, and future aspirations. We strive to empower each student with a meaningful pathway, towards a successful future. This handbook provides a summary of learning options available for students.

For further details on any subject, we recommend accessing the syllabuses directly from the QCAA portal.

At Smithfield State High School, we view Year 10 Semester 2 as a critical juncture in preparing students to transition into Year 11 and 12. Our Year 10 curriculum is designed to equip students with the necessary knowledge, understanding, and skills to excel in Senior subjects.

Smithfield State High School staff are committed to supporting students every step of the way.
Students will be engaged in their Senior Educational and Training (SET) planning where they will be supported in making informed decisions regarding their senior subjects, other learning options and learning pathway.

As you transition to Year 11, there are some things you will need to do:

Create a MYQCE account – using your personal email and phone number

Don't use you school email as you will lose access when school finishes

- Create a Unique Student Identifier
  You can apply for a USI at https://www.usi.gov.au/
- Research subjects you enjoy
- Do some work experience
- Book your SET Plan

How to use this guide

The Senior Subject guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of each of the courses offered at Smithfield State High School for students transitioning to Year 11 in 2027. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

Choosing Senior Subjects

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

- you enjoy,
- in which you have achieved good results,
- which reflect your interests and abilities,
- which help you reach your career and employment goals,
- which will develop skills, knowledge and attitudes useful throughout your life.

Research employment opportunities & pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you.

myfuture is Australia's National Career Information Service. It's underpinned by career theory and research and uses Australian Government data sources. It's managed by Education Services Australia, a national not-for-profit company owned by state, territory and Australian Government education ministers.
https://myfuture.edu.au/

QTAC CHOOSE THE FUTURE

The Queensland Tertiary Admissions Centre (QTAC) operates a centralised tertiary application service. The Year 12 QTAC website is useful for information on tertiary courses offered through QTAC. www.qtac.edu.au
The website offers a range of links to help parents and students during this time

https://qtac-careerfinder.prosple.com/

https://www.qtac.edu.au/course-search/

About the Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

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.

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



QCE requirements

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Senior Education Profile (SEP)

In Year 10, students will be required to register for a myQCE Student Portal account.

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Queensland Certificate of Education

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The QCE allows students to choose from a wide range of learning options to suit their interests and career goals.

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements. At Smithfield State High School, all Senior Pathway options have been developed to support the attainment of a QCE.



Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For more information about the QCIA, please visit https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia



Senior Statement

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.





Plan your pathway

For students completing Year 12 from 2020

1 Think about your abilities, interests and ambitions

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

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

2 Check what you need for your QCE

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



3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

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

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

Some university courses also have other prerequisites.

VET

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

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

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

180366

For all Queensland schools

Your SET Plan Interview

SET Planning involves students engaging in the process of identifying their interests, strengths, and career aspirations and developing a senior learning plan so students study a meaningful learning pathway for successful post-schooling transition. During the SET Plan interview, students meet with their parents and a staff SET Plan mentor, to develop a personalised plan outlining their subject choices, career pathways, and goals for the future.

All Year 10 students will need to attend a SET Plan. During this meeting, you will choose your subjects from the following categories:

General Subjects
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.

- They will count towards the calculation of an ATAR
- They are academically demanding and have a heavy assessment workload.
- Students considering a senior program of General Subjects will need to meet the pre-requisite for the subject in Year 10
- A minimal result of a Sound Level of Achievement (C) is expected in these General Subjects in Senior.
- Credit points gained in any General Subject selected will count towards the Queensland Certificate of Education (QCE).

Applied Subjects
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.

- One Applied Subject (or one Certificate III course or higher) can count towards the calculation of an ATAR.
- These subjects are not as academically demanding as General Subjects.
- These subjects have a more practical component, however there is still a significant assessment workload.
- A minimal result of a Sound Level of Achievement (C) is expected in these Applied Subjects.
- Credit points gained in any of these Applied Subjects will count towards the Queensland Certificate of Education (QCE).

Vocational Subjects

VET programs are focused on equipping individuals with practical skills and knowledge tailored to specific careers or trades. VET are nationally recognised certificate-based qualifications offered through a Registered Training Organisation (RTO). VET qualifications may be offered on campus, within the timetable or off-campus. VET may be ‘fee for service’ or government funded.

- Made up of **Certificate** courses.
- One Certificate III course or higher (or one Applied Subject) can count towards the calculation of an ATAR.
- These subjects are not as academically demanding as General Subjects.
- These subjects have a **more practical** component, however there is still a significant assessment workload.
- A minimal result of a Pass in all modules is expected in these Certificate Courses.
- Credit points gained in any of these Certificate Courses will count towards the Queensland Certificate of Education (QCE).

Choosing the right learning options

Students need to decide on subjects that best suit their individual needs.
A number of options are available.

Academic Program

Mostly for students seeking an ATAR and looking to go on to Tertiary Education.

Requires:

6 General Subjects or 5 General Subjects + 1 Applied Subject
or
5 General Subjects + Certificate III course.

Results contribute to ATAR and QCE.

Australian Tertiary Admission Rank (ATAR)

ATAR is the primary mechanism of admission into tertiary institutions across Australia and reflects a student's academic standing relative to their peers. ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

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

- • 5 best scaled General subject results

or

- • combination of 4 best scaled General subject results plus a 1 scaled 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.
While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. General English is a pre-requisite for many university courses, so please select your English subject carefully.

For more information about ATAR: https://www.qtac.edu.au/atar/

Applied or Vocational Program

Subject selections come from a combination of Applied or Certificate subjects.

- As an alternative, students may complete 6 vocational subjects at Smithfield State High School plus select to do a **TAFE course** (TAFE at School, TAFE course fees apply) **or**
- In addition to 6 vocational subjects students may also be able to do **a School-based Apprenticeship or Traineeship* Students may be eligible to reduce their timetable to 5 subjects**

Suitable for students not looking at going directly to university after the completing of Year 12.

No ATAR awarded at end of Year 12 but results contribute to QCE.

Example QCE Pathways

There are multiple combinations to achieve a Queensland Certificate of Education (QCE).
Your QCE pathway will depend on your goal and the subjects and courses available at Smithfield State High School.
Here are a few examples of subject combinations to achieve your QCE.

Example 1.	Example 2.	Example 3.	Example 4.
QCE & ATAR	**QCE Only**	**QCE & ATAR**	**QCE Only**
A student enrolls in 6 General subjects and has the goal to achieve an ATAR to go to university	A student enrolls in 6 applied subjects and attends TAFE on a Thursday as their goal is to be a plumber	A student enrolls in a combination of General and Applied subjects as they want to study nursing, but not straight away (they don't need an ATAR, however will be eligible for one)	A student enrolls in Applied subjects and attends an apprenticeship 1 day a week
English Maths Methods Physics Design Engineering Accounting	Essential English Essential Maths Aquatic Practices Sport & Recreation Furnishing Skills Visual Arts in Practice *Cert I Construction (TAFE)	English Maths Health Cert II Health Support Fashion Food & nutrition	Essential English Essential Maths Aquatic Practices Sport & Recreation Music in Practice SAT (Cert III Carpentry)

Tips to selecting your subjects

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in this booklet
- Talk to Heads of Departments and teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject

Choose a combination of subjects that suit your needs and abilities.

Traps to avoid

- Do not select subjects simply because someone has told you that they "will help you get a better ATAR".
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

Vocational education Consider taking subjects with vocational education modules in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Tertiary entrance If you wish to study for a degree or diploma courses at university or TAFE after Year 12.

- Ensure you select the prerequisite subjects required for your preferred courses.
- Most students will gain entry to university on the basis of an ATAR.
- At least three subjects must remain unchanged throughout Years 11 and 12.

Vocational Education & Training in Schools (VETiS) Funding

Students at Smithfield State High School have the opportunity to participate in a range of VETis programs while enrolled in Year 11 & 12.

Students have the option to go off campus or study online with a range of educational providers.

Some of our VETis partners include:

School based Apprenticeship & Traineeships (SAT)

A school-based traineeship (SAT) allows you to start working in your chosen industry and begin training towards a recognised vocational education and training (VET) qualification while you complete your high school studies. You'll get a head start on your career with a school-based traineeship, often leading to full-time employment once you finish your studies. And the best part is you'll be able to earn and learn, getting paid while you get the skills you need to launch your career.

School-based traineeships are offered in a wide variety of industries.

Smithfield State High School accommodates students who are successful in being employed as School Based Apprentices or Trainees, typically students work 1 or 2 days a week in the Apprenticeship or Traineeship.

Students are encouraged to contact local businesses to secure an apprenticeship or traineeship in their chosen field.

Students are required to work at least 7.5 hours per week on average over each three-month period. This totals at least 375 hours (or 50 days) of paid employment for every 12 months of training. Students completing a SAT are sometimes given a reduced timetable at school (for example, five subjects instead of six)

For traineeships in some industries, for example retail or hospitality where business hours extended from early mornings into late evenings, students may be released from school at lunchtime and work their shift into the early evening to minimise the disruption to their classes.

Information for School Based Electrical Apprentices:
The school-based apprentice must complete the industry recognised minimum educational requirement, which constitutes the equivalent of year 10 with passes in a recognised course in English, Maths and Science.
Year 10 school reports need to be submitted to the Department of Employment, Small Business and Training (DESBT) for approval, prior to starting the school-based Apprenticeship.
School Based Electrical Apprentices are required to work 600 hours/80 days per 12 months
Students will be responsible for catching up on any work missed when they are not at school.

More information:

https://tafeqld.edu.au/content/dam/tafe/en/documents/pdfs/course-guides/sbat-infographic.pdf
https://www.qld.gov.au/education/apprenticeships/school-based/requirements/working-hours

Subject Offerings 2027

	English	Pre requisite
	English ★	C in English
	Literature ★	B in English
	English & Literature Extension (Year 12 only) ★	A in English, Literature or English as an Additional Language or Dialect in Year 11
	Essential English #	
	Maths	
	General Mathematics ★	C in Introduction to General Mathematics
	Mathematical Methods ★	B in Introduction to Mathematical Methods
	Specialist Mathematics ★	A in Mathematical Methods (Year 10), and also studying Mathematica Methods (in Year 11)
	Essential Mathematics #	
	Humanities	
	Accounting ★	B in Humanities, recommended to have studied Accounting in Year 10
	Ancient History ★	B in Humanities
	Economics ★	B in Humanities, recommended to have studied Economics in Year 10
	Legal Studies ★	B in Humanities, recommended to have studied Legal in Year 10
	Modern History ★	B in Humanities
	Philosophy & Reason ★	B in English, Humanities and Introduction to General Mathematics
	Social & Community Studies #	
	Design and Technologies	
	Design ★	C in English, recommended to have studied Digital Technologies in Year 10
	Food & Nutrition ★	C in English, recommended to have studied Food Studies & Design in Year 10
	Engineering Skills ★	Recommended to have studied Introduction to Engineering Skills in Year 10
	Furnishing Skills ★	Recommended to have studied Introduction to Furnishing Skills in Year 10
	Hospitality Practices #	
	Industrial Graphics Skills #	
	Health and Physical Education	
	Health ★	B in English and Health & Physical Education
	Physical Education ★	B in Health & Physical Education and English
	Sport & Recreation (Outdoor Education) #	
	The Arts	
	Drama ★	C in English, recommended to have studied Drama in Year 10
	Music ★	C in English, recommended to have studied Music in Year 10
	Music Extension (Year 12 only) ★	A in Music in Year 11
	Film, Television & New Media ★	C in English, recommended to have studied Introduction to Film, Television & New Media in Year 10
	Visual Art ★	C in English, recommended to have studied Art in Year 9 or 10
	Media Arts in Practice #	Recommended to have studied Media in 9/10
	Music in Practice #	Recommended to have studied Music in 9/10
	Visual Arts in Practice #	Recommended to have studied Art in 9/10
	Science	
	Biology ★	B in Science, C in Introduction to General Mathematics or C in Mathematical Methods
	Chemistry ★	B in Science, C in Introduction to General Mathematics or C in Mathematical Methods
	Marine Science ★	B in Science, C in Introduction to General Mathematics or C in Mathematical Methods
	Physics ★	B in Science and Mathematical Methods
	Aquatic Practices #	

★ General Subject # Applied Subject ☒ Currently not offered

**Subject prerequisites are included. Students will need to meet these prerequisites in Year 10 to enrol in General subjects in Year 11.*

VETiS Offerings at SSHS 2027

These courses are offered as part of our regular school timetable and will be delivered on campus, by our teachers

	Qualification	RTO	Pre requisite
	Certificate III in Fitness	Smithfield State High School	C in HPE General and ENG
	Certificate II in Sport and Recreation	Smithfield State High School	C in HPE General and ENG
	Certificate II in Tourism	Smithfield State High School	
	Certificate II in Workplace Skills	Smithfield State High School	
	Certificate II in Outdoor Recreation (Scuba) (external RTO) and Certificate II in Sampling & Measurement	Australian Global Institute & Smithfield State High School	C in ENG
	Certificate II in Health Support Services	Connect n Grow	C in HPE General and ENG
	Certificate III in Health Services Assistant (Yr 12 only)	Connect n Grow	Completion of Certificate II in Health Support Services

2027 TAFE Offerings

MAKE GREAT HAPPEN

tafe Queensland

RTO 0275

APPLICATIONS OPEN | MONDAY 17 AUGUST 2026

Apply at tafeapply.com using the application code **TQN2701**

FUNDING ELIGIBILITY

All students are eligible if they have not previously utilised VETiS funding. Subsidised by the Queensland Government under the VET in Schools Program (VETiS).

For eligibility go to:
www.desbt.qld.gov.au/training/training-careers/incentives/vetis

Students are encouraged to attend TAFE and complete their Vocational Training

CODE	COURSE	DELIVERY
HLT23221	Certificate II in Health Support Services	Thursday
SHB20121	Certificate II in Retail Cosmetics	Thursday
SHB20216	Certificate II in Salon Assistant	Thursday
SIT20322	Certificate II in Hospitality	Thursday
SIT20421	Certificate II in Cookery	Thursday
SIT20122	Certificate II in Tourism	Statewide online delivery with teacher-coordinator support; 6 hours weekly plus ~5 hours self-paced
# AUR20720	Certificate II in Automotive Vocational Preparation	Thursday
# AUR20420	Certificate II in Automotive Electrical Technology (Year 11 only)	Thursday
# MEM20422	Certificate II in Engineering Pathways	Wednesday or Thursday
# *11054NAT	Certificate II in Plumbing Services	Tuesday or Thursday
# UEE22020	Certificate II in Electrotechnology (Career Start)	Tuesday, Wednesday or Thursday
# RII20120	Certificate II in Resources and Infrastructure	Thursday
#CPC20220	Certificate II in Construction Pathways	Tuesday or Thursday
#MSF20522	Certificate II in Furniture Making	Tuesday or Thursday
MAR20324	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)*	Tuesday or Thursday

*Students will be required to complete compulsory Vocational Placement (VPC).
Personal Protective Equipment. Students will need to purchase steel capped boots and trade work wear clothing.
All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers attained

English

General senior subject

General

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

Pathways	Objectives
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.	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%

Literature

General senior subject

General

The subject Literature focuses on the study of 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 literary texts.

Pathways	Objectives
A course of study in Literature 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	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 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
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

English & Literature Extension (Year 12 only)

General senior

General

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways	Objectives
A course of study in English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.	By the conclusion of the course of study, students will: – Demonstrate understanding of literacy texts studied to develop interpretation/s. – Demonstrate understanding of different theoretical approaches to exploring meaning in texts – Demonstrate understanding of the relationships among theoretical approaches – Apply different theoretical approaches to literary texts to develop and examine interpretations – Analyse how different genres, structures and textual features of literary texts support different interpretations – Use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions – Use textual features in extended analytical responses to create desired effects for specific audiences – Evaluate theoretical approaches used to explore different interpretations of literary texts – Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them – Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Structure

Unit 3	Unit 4
Ways of reading • Readings and defences • Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper • Theorised exploration of texts

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper	35%
Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response	25%

Essential English

Applied senior subject

Applied

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

Pathways	Objectives
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.	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 identities, places, events and/or 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

General Mathematics

General senior subject

General

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.

Pathways	Objectives
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.	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).

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

Mathematical Methods

General senior subject

General

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.

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

Specialist Mathematics

General senior subject

General

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 endeavour

Pathways	Objectives
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.	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).

<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>

Essential Mathematics

Applied senior subject

Applied

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.

Pathways	Objectives
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.	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

Accounting

General senior subject

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.

Pathways	Objectives
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.	By the conclusion of the course of study, students will: - comprehend accounting concepts, principles and processes - synthesise accounting principles and processes - analyse and interpret financial data and information - evaluate practices of financial management to make decisions and propose recommendations - create responses that communicate meaning.

Structure

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

Assessment

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

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

Summative assessments

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

Ancient History

General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods.

Pathways	Objectives
A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.	By the conclusion of the course of study, students will: - devise historical questions and conduct research - comprehend terms, concepts and issues - analyse evidence from historical sources - evaluate evidence from historical sources - synthesise evidence from historical sources - communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies – including slavery, the family and beliefs, rituals and funerary practices	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2 Topics drawn from –Hatshepsut, Akhenaten, Perikles, Alexander the Great, Cleopatra, Agrippina the Younger or Nero	**Reconstructing the ancient world** Two of the following historical periods will be studied in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • Fifth Century Athens (BCE) • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • The Medieval Crusades	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars or the Peloponnesian War • Ancient Rome — the Punic Wars or Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III, Rameses II Themistokles, Alkibiades Scipio Africanus, Caesar or Augustus

Assessment

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

Summative assessments

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

Economics

General senior subject

General

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives.

Pathways	Objectives
A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.	By the conclusion of the course of study, students will: - comprehend economic concepts, principles and models - analyse economic issues - evaluate economic outcomes - create responses that communicate economic meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

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): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

General senior subject

General

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)	**Movements in the modern world** • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law)	**National experiences in the modern world** • Australia since 1901 (Federation of Australia) • United States of America, 1917–1945 (entry into World War I – World War II ends)	**International experiences in the modern world** • Space exploration since the 1950s (publication of articles focused on space travel)

Assessment

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

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

Summative assessments

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

Philosophy & Reason

General senior subject

General

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic.

The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical and religious positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.
Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems.

Pathways	Objectives
A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.	By the conclusion of the course of study, students will: - use and explain terminology - explain concepts, methods, principles and theories - interpret and analyse arguments, ideas and information - organise and synthesise ideas and information to construct arguments - evaluate claims and arguments inherent in theories and views - create responses that communicate meaning to suit purpose.

Structure

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

Assessment

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

Summative assessments

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

Social and Community Studies

Applied senior subject

Applied

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

Pathways	Objectives
A course of study in Social and Community Studies can establish a basis for further education and employment in all areas of the employment sector.	By the conclusion of the course of study, students will: - explain personal and social concepts and skills - examine personal and social information - apply personal and social knowledge - communicate responses - evaluate projects

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Projects		**Practical demonstration** Identifies an issue or problem that is a consequence of conemporary lifestyles or practices **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Extended response		**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Design

General senior subject

General

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

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

Pathways	Objectives
A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.	By the conclusion of the course of study, students will: - describe design problems and design criteria - represent ideas, design concepts and design information using visual representation skills - analyse needs, wants and opportunities using data - devise ideas in response to design problems - evaluate ideas to make refinements - propose design concepts in response to design problems - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

Summative assessments

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

Food & Nutrition

General senior subject

General

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Pathways	Objectives
A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.	By the conclusion of the course of study, students will: - recognise and describe food and nutrition facts and principles - explain food and nutrition ideas and problems - analyse problems, information and data - determine solution requirements and criteria - synthesise information and data - generate solutions to provide data to determine the feasibility of the solution - evaluate and refine ideas and solutions to make justified recommendations for enhancement - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

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): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Engineering Skills

Applied senior subject

Fee $150 per year

Applied

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

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

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

Structure

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

Unit Option	Unit title	Unit option	Unit title
Unit option A	Fitting and machining	Unit option D	Production in the structural engineering industry
Unit option B	Welding and fabrication	Unit option E	Production in the transport engineering industry
Unit option C	Sheet metal working	Unit option F	Production in the manufacturing engineering industry

Assessment

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

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

Furnishing Skills

Applied senior subject

Fee $150 per year

Applied

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Hospitality Practices

Applied senior subject

Fee to be advised

Applied

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

Pathways	Objectives
A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality industry e.g. event planning, tourism, food safety, marketing, production, sales and food and beverage service.	By the conclusion of the course of study, students will: - demonstrate practices, skills and processes - interpret briefs - select practices, skills and procedures - sequence processes - evaluate skills and procedures, and products - adapt production plans, techniques and procedures

Structure

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

Unit Option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present a menu item related to the unit.	**Practical demonstration** Practical demonstration: relating to the unit **Documentation** Multimodal (at least two modes delivered at the same time): up to 5 minutes,8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event related to the unit.	**Product** Demonstrate practices, skills and processes related to the unit. **Document the process by** Annotating photographs and/or production plans Reflecting on the quality of planning processes, production skills and procedures

Industrial Graphics Skills

Applied senior subject

Applied

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Pathways	Objectives
A course of study in 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.	By the conclusion of the course of study, students will: - 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.

Structure

Industrial Graphics Skills is a four-unit course of study.

This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title	Unit option	Unit title
Unit option A	Drafting for residential building	Unit option D	Graphics for the construction industry
Unit option B	Computer-aided manufacturing drafting	Unit option E	Graphics for the engineering industry
Unit option C	Computer-aided drafting — modelling	Unit option F	Graphics for the furnishing industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	Practical demonstration of drafting Drawings: the drafting skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	Unit-specific product Drawings: drawings drafted using the skills and procedures in 5–7 production processes Drawing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Health

General senior subject

General

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Pathways	Objectives
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.	By the conclusion of the course of study, students will: - recognise and describe information about health-related topics and issues - comprehend and use the Health inquiry model - analyse and interpret information to draw conclusions about health-related topics and issues - critique information to distinguish determinants that influence health status - investigate and synthesise information to develop action strategies - evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion - organise information for particular purposes - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education

General senior subject

General

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

Pathways	Objectives
A course of study in Physical Education can establish a basis for further education and employment in the fields of sports official, sports coach, primary school teacher, secondary school teacher, physiotherapist, sports psychologist, sports scientist, sports person.	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%

Sport & Recreation (Outdoor Education)

Applied senior subject | **Fee $250 per year** | **Applied**

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities.

Pathways	Objectives
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.	By the conclusion of the course of study, students will: - Investigate activities and strategies to enhance outcomes - plan activities and strategies to enhance outcomes - perform activities and strategies to enhance outcomes - evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study.

Unit title
Coaching and officiating
Community recreation
Emerging trends in sport, fitness and recreation
Event management

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** 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

Drama

General senior subject

General

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Music

General senior subject

General

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

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

Pathways	Objectives
A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.	By the conclusion of the course of study, students will: - demonstrate technical skills - use music elements and concepts - analyse music - apply compositional devices - apply literacy skills - interpret music elements and concepts - evaluate music - realise music ideas - resolve music ideas

Structure

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

Assessment

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

Summative assessments

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

Film, Television & New Media

General senior subject

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.

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art

General senior subject

Fee $200 Year 11
$100 Year 12

General

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	Objectives
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.	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>

Media Arts in Practice

Applied senior subject

Applied

Media Arts in Practice refers to art-making and artworks composed and transmitted through photography, 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.

The course develops the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies.

Pathways	Objectives
A course of study in Photographic Media can establish a basis for further education and employment in the fields of photography, advertising, creative industries, communication, design, sports, model and fashion photography and opportunities to enter the creative education and public curation	By the conclusion of the course of study, students will: - 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 reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **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 relevant to 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

Music in Practice

Applied senior subject

Applied

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.

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Visual Arts in Practice

Applied senior subject | **Fee $100 per year** | **Applied**

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Biology

General senior subject

General

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

Pathways	Objectives
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.	By the conclusion of the course of study, students will: - describe ideas and findings - apply understanding - analyse data - interpret evidence - evaluate conclusions, claims and processes - investigate phenomena

Structure

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

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

General

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

Pathways	Objectives
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	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			

Marine Science

General senior subject

General

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

Pathways	Objectives
A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.	By the conclusion of the course of study, students will: - describe ideas and findings - apply understanding - analyse data - interpret evidence - evaluate conclusions, claims and processes - investigate phenomena

Structure

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

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			

Physics

General senior subject

General

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

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

Aquatic Practices

Applied senior subject

Applied

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

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as such as revegetation projects, water quality monitoring, and habitat restoration initiatives, fostering environmental stewardship and sustainable resource management.

Objectives

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

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

Structure

Aquatic Practices is a four-unit course of study.

Aquatic Ecosystems	Marine Ecology	Aquariums and Aquaculture	Using the Aquatic environment
Aquatic ecosystems Biodiversity and Marine ecosystem management.	Commercial Fisheries Significance and sustainable fishing practices	Barramundi husbandry. Importance of aquaculture to the environment and to the economy.	Students examine the risk and the safety factors involved in working in the marine environment.
Indigenous and traditional fishing. Cultural importance of marine areas. Traditional fishing and conservation strategies	Recreational fishing. Impacts of fishing on fish populations. Use of digital technologies in fisheries. Laws and legislation.	Aquariums. Students explore aquariums and the abiotic and biotic factors that need to be monitored to keep specimens in optimal conditions.	Students plan, assess risk and apply these skills in a marine environment.

Assessment

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

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

SIS30321 Certificate III in Fitness

SIS30321 Certificate III in Fitness

Fee $300

Registered training organisation (RTO):
Tropical North Learning Academy - Smithfield State High School
RTO Code (30496)

QCE Credits: 8

Description

This is a two-year course delivered by Tropical North Learning Academy - Smithfield State High School (RTO 30496). The program involves learning about what it takes to become an Exercise Professional. This learning will take place in a range of settings, including classroom and outdoors – involving use of the school's fitness facility. Training also includes practical experience as an Exercise/Gym Instructor and Activity Assistant at the school.

The SIS30321 Certificate III in Fitness is a two-year course that equips students with the knowledge and skills to train a client with the intent of improving their fitness. They will therefore need to have a sound level of literacy, a passion for fitness and excellent organisation and communication skills. This course requires students to train clients externally to their allocated class times.

The theoretical component of this course is completed online. Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Assessment activities include the completion of practical and knowledge tasks throughout the program. Many of the practical tasks will be observed while participating as an Exercise/Gym participant/instructor. Assessment and training will be conducted at the school. Under supervision, students will conduct a range of fitness programs. Students will undertake work experience outside of their timetabled subject to deliver a range of fitness activities and exercise programs to members of the school community (students, teachers, and staff). Students will work in the school's gym facility with authentic clients. This will involve delivery of exercise programs to a range of clients, including older adults.

Pathways

The SIS30321 Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry. Students may also choose to continue their study by completing the SIS40221 Certificate IV in Fitness with an external RTO after school.

Due to the competency-based nature of Vocational Education and Training, extension students may be in a position to accelerate an early completion (from mid-Year 12).

Eligibility - Cost

The cost to complete the SIS30321 Certificate III in Fitness is $300. Payment is due by Day 8 of start of Year 11 in 2027.

Structure

A minimum of a C level of achievement in year 10 English and HPE (Applied) is required for successful engagement and completion of this subject. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

The program content has been packaged into 7 terms. All evidence requirements pertaining to the embedded SIS20122 Certificate II in Sport and Recreation are scheduled across Terms 1 to 4. All remaining Terms 5-7 evidence requirements are aligned only to the SIS30321 Certificate III in Fitness.

☑ Unit Code	☑ Unit Title	☑
BSBOPS304	Deliver and monitor a service to customers	Core
BSBPEF301	Organise personal work priorities	Core
HLTAID011	Provide first aid	Core
HLTWHS001	Participate in workplace health and safety	Core
SISFFIT032	Complete pre-exercise screening and service orientation	Core
SISFFIT033	Complete client fitness assessments	Core
SISFFIT035	Plan group exercise sessions	Core
SISFFIT036	Instruct group exercise sessions	Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Core
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	Core
SISFFIT052	Provide healthy eating information	Core
BSBXTW301	Work in a team	Elective
HLTWHS005	Conduct manual tasks safely	Elective
SISFFIT037	Develop and instruct group movement programs for children	Elective
SISXPLD002	Deliver recreation sessions	Elective

SIS20122 Certificate II in Sport & Recreation

SIS20122 Certificate II in Sport and Recreation

Registered training organisation (RTO):
Tropical North Learning Academy - Smithfield State High School
RTO Code (30496)

QCE Credits: 4

Description

This is a two-year course delivered by Tropical North Learning Academy - Smithfield State High School (RTO 30496). SIS20122 Certificate II in Sport Recreation provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. SIS20122 Certificate II in Sport Recreation uses an inquiry approach informed by the practical experiences that investigate sustainable health change at personal and community levels. Students focus on the understanding of the development of what it means to achieve overall health with practical based activities used in conjunction with theoretical frameworks to develop students understanding of a broad range of health topics and lead them into a variety of reactional sport-based pathways.

This qualification is assessed via a series of projects. Each project aims to assess the different units of competency to suit their relevant context. For students to pass, they must be able to repeatedly demonstrate each unit with competency over a range of assignments and practical situations.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Pathways

A course of study in SIS20122 Certificate II in Sport Recreation can establish a basis for further education and employment in the fields of public health, event organisation, health education, recreational sports and sport coaching.

Eligibility - Cost

While there are no fees, other costs may be incurred in this course.

Structure

A minimum of a C level of achievement in year 10 English and HPE (Applied) is required for successful engagement and completion of this subject. All students will require a Blue Card and laptop. This Certificate cannot be studied in conjunction with Sport and Recreation (Outdoor Education). This qualification consists of 8 core and 5 elective units of competency. For the Certificate to be awarded, all units must be completed to a satisfactory standard.

☑ Unit Code	☑ Unit Title	☑
HLTWHS001	Participate in workplace health and safety	Core
SISOFLD001	Assist in conducting recreation sessions	Core
SISXCCS004	Provide quality service	Core
SISXEMR003	Respond to emergency situations	Core
SISXFAC006	Maintain activity equipment	Core
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Core
SISXPLD001	Provide hire equipment for activities	Elective
SISXFAC007	Maintain clean facilities	Elective
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Imported Elective
SISSSOF003	Officiate sport competitions	Imported Elective

SIT20125 Certificate II in Tourism

SIT20125 Certificate II in Tourism

Fee $250
($125 each year)

Registered training organisation (RTO):
Tropical North Learning Academy - Smithfield State High School
RTO Code (30496)

QCE Credits: 4

Description

This is a two-year certificate delivered by Tropical North Learning Academy - Smithfield State High School (RTO 30496). SIT20125 Certificate II in Tourism course is the perfect avenue to develop research, service and operational skills in the tourism industry. Get the inside edge on industry knowledge and learn how to research current tourism trends and source and provide visitor information. Students are encouraged to engage in work experience to further their skills and knowledge, and to provide a pathway into employment in the Tourism industry.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Pathways

This qualification provides a pathway to work in organisations such as a tour wholesaler or travel agency, museum attendant and tour operator. After achieving SIT20125 Certificate II in Tourism, individuals could progress to a wide range of other qualifications in the tourism and broader service industries.

Eligibility - Cost

The cost to complete the SIT20125 Certificate II in Tourism is $250 ($125 each year), which includes completion of the Responsible Service of Alcohol (RSA) unit through an external provider and excursions. Payment of $125 is due by Day 8 of start of Year 11 in 2027.

Structure

Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks. The assessment coding which will apply is either C or WTC, where C is Competent and WTC is Working Towards Competency.

Assessment strategies encompass a range of techniques, which include, but are not limited to the use of:

- Direct observation of performance
- Simulations of workplace activities
- Oral questioning
- Practical exercises
- Projects/assignments
- Work portfolios

Unit Code	Unit Title	
SITTIND003	Source and use information on the tourism and travel industry	Core
SITXCCS009	Provide customer information and assistance	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
BSBTWK201	Work effectively with others	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITTGDE015	Provide arrival and departure assistance	Elective
SITTTVL001	Access and interpret product information	Elective
SITXCOM006	Source and present information	Elective
SITXCOM008	Provide a briefing or scripted commentary	Elective

BSB20120 Certificate II in Workplace Skills

BSB20120 Certificate II in Workplace Skills

Fee $200
($100 each year)

Registered training organisation (RTO):
Tropical North Learning Academy - Smithfield State High School
RTO Code (30496)

QCE Credits: 4

Description

This is a two-year certificate delivered by Tropical North Learning Academy - Smithfield State High School (RTO 30496). The BSB20120 Certificate II in Workplace Skills is the perfect avenue for students to develop knowledge and skills for entry level positions, specifically administration.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Pathways

This qualification provides a pathway to gain employment in entry level roles. Additional possibilities include the potential for further study in a SIT20125 Certificate II in Tourism and/or BSB30120 Certificate III in Business.

Eligibility - Cost

The cost to complete the BSB20120 Certificate II in Workplace Skills is $200 ($100 each year). Payment of $100 is due by Day 8 of start of Year 11 in 2027.

Structure

Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks. The assessment coding which will apply is either C or WTC, where C is Competent and WTC is Working Towards Competency.

Assessment strategies encompass a range of techniques, which include, but are not limited to the use of:

- Direct observation of performance
- Simulations of workplace activities
- Oral questioning
- Practical exercises
- Projects/assignments
- Work portfolios

Unit Code	Unit Title	
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPEF202	Plan and apply time management	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBWHS211	Contribute to the health and safety of self and others	Core
BSBPEF101	Plan and prepare for work readiness	Elective
BSBPEF201	Support personal wellbeing in the workplace	Elective
BSBTEC201	Use business software applications	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBTWK201	Work effectively with others	Elective

MSL20122 Certificate II in Sampling and Measurement

MSL20122 Certificate II in Sampling and Measurement

Registered training organisation (RTO):
Tropical North Learning Academy - Smithfield State High School
RTO Code (30496)

QCE Credits: 4

Description

Students develop skills in sampling design, fieldwork, and laboratory analysis. They take part in field excursions to locally relevant ecosystems such as coral reefs, rainforests, and river catchments to collect specimens and conduct surveys, utilising technologies such as drones for aerial photography and videography. Students gain skills to carry out chemical analysis techniques for water, soil, and sediment samples, and carry out microbial laboratory experiments to investigate bacterial growth.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Pathways

A course of study in MSL20122 Certificate II in Sampling and Measurement can establish a basis for further education and employment in the fields of health, pathology, engineering, environmental science, mining, industry, nursing, forensic science.

Eligibility - Cost

Although a subject fee is not charged for this course, costs associated with excursions and camps are likely to be incurred.

Structure

A minimum of a C level of achievement in year 10 English is required for successful engagement and completion of this subject. Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks.

Assessment strategies encompass a range of techniques, which include, but are not limited to the use of:

- Direct observation of performance
- Simulations of workplace activities
- Oral questioning
- Practical exercises
- Projects/assignments
- Work portfolios

☑ Unit Code	☑ Unit Title	☑
MSL912002	Work within a laboratory or field workplace	Core
MSL922002	Record and present data	Core
MSL943004	Participate in laboratory or field workplace safety	Core
MSL952003	Collect routine site samples	Elective (A)
MSL972002	Take routine site measurements	Elective (A)
MSL973025	Perform basic tests	Elective (B)
MSL913004	Plan and conduct laboratory/field work	Elective (B)
CUAPH1316	Capture images using drone technology	Elective (other)
MSS025032	Report environmental data	Elective (other)

SIS20419 Certificate II in Outdoor Recreation (SCUBA)

SIS20419 Certificate II in Outdoor Recreation (SCUBA)

Proposed Registered training organisation (RTO):
Australian Global Institute
RTO Code: 31690

QCE Credits: 4

Description

This qualification is assessed through demonstration of knowledge and skills using the RTO's training and assessing platform. Practical elements associated with snorkelling skills and obtaining SCUBA certification will be carried out by qualified assessors provided by the RTO. Students learn snorkelling and SCUBA skills and obtain internationally recognised certification in scuba diving. They are then able to utilise SCUBA and snorkelling skills during the course to conduct underwater surveys and sampling in marine environments.

On successful completion, students receive their PADI Open Water Dive license.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Pathways

A course of study in SIS20419 can establish a basis for further education and employment in the fields of health, environmental science, sport and recreation and tourism.

Eligibility - Cost

Student eligible for VETiS funding have no training costs associated with completion of this certificate. Student not eligible for VETiS funding may elect to complete the certificate at a cost to be determined by the external RTO.

Structure

A minimum of a C level of achievement in year 10 English is required for successful engagement and completion of this subject. For the Certificate to be awarded, all units must be completed to a satisfactory standard.

☑ Unit Code	☑ Unit Title	☑
HLTWHS001	Participate in workplace health and safety	Core
SISOFLD001	Assist in conducting recreation sessions	Core
SISOFLD002	Minimise environmental impact	Core
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core
SISOSNK001	Snorkel	Elective (A)
SISCAQU020	Perform water rescues	Elective (A)
SISOSCB004	Navigate prescribed underwater routes	Elective (A)
PUAOPEO13	Operate communications systems and equipment	Elective (other)
SISXPLD001	Provide hire equipment for activities	Elective (B)
SITXCOM007	Show social and cultural sensitivity	Elective (B)
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core
SISOSCB001	SCUBA dive in open water to a maximum depth of 18m	Elective (A)

HLT23221 Certificate II in Health Support Services

HLT23221 Certificate II in Health Support Services

Fee $599
Per year *

Delivered in Partnership with Connect 'n' Grow®
RTO number: 40518

QCE Credits: 4

Description

This is dual certificate course which can be completed as a two-year course, or as a one-year course with the option of completing HLT33115 Certificate III in Health Services Assistance in the second year. More information about HLT33115 Certificate III in Health Services Assistance is included in the following pages. This qualification reflects the role of workers who provide support for the effective functioning of health and community services and addresses the importance of health training in the largest growing industry in Australia. At this level, workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment. Depending on the setting, work may include health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs. While studying this dual certificate qualification, students will also complete their First Aid.

Smithfield State High School offers students the opportunity to complete the HLT23221 Certificate II qualification in Health Support Services. This has been made possible by the partnership of our school with Connect'n'Grow - Registered Training Organisation - 40518. Teachers will deliver the training and assess competence under the guidance of the Registered Training Organisation; Connect'n'Grow.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Pathways

Health care and social assistance is projected to grow by 16.4% over the next five years. Possible employment options may include: acute care assistance, assistant in nursing, nursing assistant, nursing support worker, patient service attendant, patient support assistant, patient care assistant and ward assistant.

Pathway options include: HLT33115 Certificate III in Health Services Assistance, HLT33021 Certificate III Allied Health Assistance, CHC32015 Certificate III Community Services, HLT43021 Certificate IV in Allied Health Assistance, CHC43415 Certificate IV in Leisure and Health Bachelor of Human Sciences, HLT54121 Diploma of Nursing, Bachelor of Nursing Science.

Eligibility - Cost

- *The cost of this certificate qualification is expected to be $599.00. However, students may be able to access funding to help subsidise the cost of their training. Contact Connect 'n' Grow directly if you would like to explore potential options. Payment is due by Day 8 of start of Year 11 in 2027.
- *Continuation into the HLT33115 Certificate III in Health Services Assistance in year 12 (see information below) will be an additional course cost of $599.00 in 2028.

Structure

Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks. The assessment coding which will apply is either CA or WTC, where CA is Competency Achieved and WTC is Working Towards Competency.

To be deemed competent in a unit both theory and practical components must be successfully completed. Practical components will be completed in simulated work environments.

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

- Multiple choice, true/false and short answer questions (online)
- Direct observation of performance
- Simulations of workplace activities
- Oral questioning
- Practical exercises
- Projects/assignments
- Workplace Learning Log

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

HLT33115 Certificate III in Health Services Assistance (Year 12 only)

HLT33115 Certificate III in Health Services Assistance (Year 12) Fee $599

Delivered in Partnership with Connect 'n' Grow®
RTO number: 40518

QCE Credits: 4

Course Outline & Assessment

To enrol in this course, students must have successfully completed the Certificate qualification in year 11. There is no direct entry to this course. In addition to the competencies completed during the HLT23221 Certificate II in Health Support Services, the following units are studied in the HLT33115 Certificate III Health Services Assistance during year 12, with the final unit being one of Option 1 or Option 2.

Your child MUST HAVE ACCESS TO A LAPTOP to complete this certificate qualification.

Structure

☑ Unit Code	☑ Unit Title	☑
CHCCCS009	Facilitate responsible behaviour	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective
HLTAID011	Provide first Aid	Elective
CHCINM002	Meet community information needs	Elective
BSBWOR301	Organise personal work priorities and development	Core
HLTAAP001	Recognise healthy body systems	Core
BSBMED301	Interpret and apply medical terminology	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety (Option 1)	Elective
HLTAID010	Provide basic emergency life support	Elective

Eligibility - Cost

The cost of the certificate is $599.00. Payment is due by day 8 of start of 2028.

Entry into this course is subject to successful completion of the qualification HLT23221 Certificate II in Health Support Services. This has been made possible by the partnership of our school with Connect'n'Grow - Registered Training Organisation – 40518. Teachers will deliver the training and assess competence under the guidance of the Registered Training Organisation; Connect'n'Grow.

Smithfield State High School

CAREER PATHWAYS



When thinking about possible careers or jobs, it is useful to brainstorm a pathway to that job.

Choose two possible careers and think about or research what skills, school subjects and interests might be useful in that area.

IF I DECIDE TO BE A _____

Skills	Subjects	Preparation

IF I DECIDE TO BE A _____

Skills	Subjects	Preparation

Smithfield State High School

SENIOR SCHOOL GOAL WORKSHEET

DATE:

GOAL:

WHY?

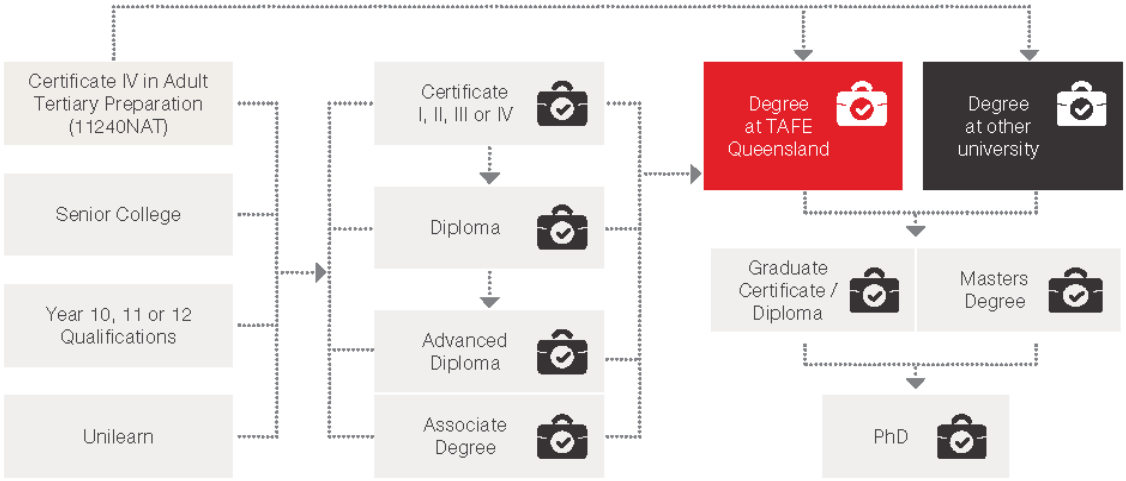
STEPS TO TAKE

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NOTES

Pathways to your future

There are plenty of ways to land your dream career, so give yourself a head start and fast track your studies in the process with a TAFE at School course. Once you complete your TAFE at School course, you may be eligible for direct entry into any related TAFE Queensland diploma. When you complete your diploma, our partnerships with local universities can help guarantee you a place in a bachelor degree.



Our partner universities and higher education providers

There's more than one way to get into your dream university degree. TAFE Queensland has a range of pathway options and partners that can get you started on your university degree sooner.

Contact Information

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