Our Values

Learning, Respect & Safety

Our Vision

Excellence in Education for All

YEAR 11 & 12 CURRICULUM BOOKLET 2027

This booklet was prepared with information that was correct at the time of print.
Updated information will be maintained on our website.

Maroochydore State High School
Department of Education and Training
Trading Name: Education Queensland International

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Introduction

Maroochydore State High School provides every student with the opportunity to prepare for success in life through learning and high quality education. Our pathways supported curriculum is built on strong traditional values of Learning, Respect and Safety, which is enhanced by excellent teaching and learning experiences.

21st Century Skills

Acquiring a broad set of skills during senior schooling is critical to student success in further education and in life. The world is changing and research suggests that to meet the demands of the 21st century, students need more than core subject knowledge.[1] In order to be successful, they need to become lifelong learners and global citizens who create opportunities and are confident in pursuing their passions.[2]

As a result, the Queensland Curriculum and Assessment Authority (QCAA) has identified and defined a set of 21st century skills based on national and international research about the skills students need in the 21st century. Along with literacy and numeracy, these 21st century skills are the underpinning factors that shape not only the development of the General senior syllabuses[3] but underpin Applied senior syllabuses and VET curriculum and courses.

These 21st century skills will help prepare Maroochydore State High School students by giving them the knowledge, skills and confidence they need to be equipped for the demands of higher education, work and life and to participate effectively in the community and the economy in a complex and rapidly changing world.

Curriculum Philosophy

The following principles are fundamental to our philosophy

1. Every graduating student leaves with a QCE or QCIA and a VET qualification or ATAR of worth. Worth refers to pathways and qualifications that are in demand and lead to employment, particularly in growth industries in our local area.
2. Senior secondary curriculum provides three clear pathways (university, tertiary options and employment) to accommodate the different aspirations, orientations and capacities of our students.
3. To best prepare all students for further education, training, work and ultimately successful transition to adulthood, all seniors will study at least one English and Maths course and participate in the pastoral care program.
4. Monitoring of student academic progress (and wellbeing) will occur on a regular basis and feedback provided to students and caregivers so that collaboratively we can work towards positive outcomes for all students.
5. Teachers will utilise research-based teaching strategies and use our clearly defined pedagogical framework to maximise learning outcomes. These strategies and learning experiences will reflect the developmental stages of our young people.

1 Bruniges, M 2012, 21st Century Skills for Australian Students, report from 21st Century Skills Forum, Tokyo, Japan, 14 November, NSW Education and Communities, Sydney NSW, www.dec.nsw.gov.au/documents/15060385/15385042/21C_skills_for_Australian_students_141112.pdf.

2 Department of Education and Training 2016, Advancing Education: An action plan for education in Queensland, www.advancingeducation.qld.gov.au.

3 Queensland Curriculum and Assessment Authority (QCAA) 2017 21st Century Skills for senior curriculum: A position paper. https://www.qcaa.qld.edu.au/downloads/senior/snr_syll_redev_21st_century_skills_position_paper.pdf

Senior Secondary Standards

All senior secondary students at Maroochydore State High School are required to demonstrate behaviours that are aligned with the school values of Learning, Respect and Safety, which are clearly outlined in the MSHS Student Code of Conduct.

It is also expected that given students are post-compulsory in age, they will demonstrate workplace appropriate behaviours, some examples of which include:

- Responsibility for personal progress, actions and choices.
- Punctuality.
- Preparedness.
- Following dress and grooming requirements.
- A positive attitude.

Performance Concern (PC) Monitoring Process

The academic outcomes, attendance, effort and behaviour of all senior secondary students are closely monitored across all subjects during each term. If concerns arise because:

- Attendance rate falls below 92%
- Students demonstrate unsatisfactory Effort and/or Behaviour in two or more subjects on their reports
- and Special Provision arrangements have not been organised through the appropriate support channels then;

1. **PC Level 1**: Support will be given to assist students to achieve an appropriate standard with parent and student contact made. If significant improvements in the areas of concern are not demonstrated, then the student moves to PC Level 2.

2. **PC Level 2:** An interview is held with the Deputy Principal and/or other support staff to determine if continued enrolment is a viable option. If improvements are still not demonstrated after a pre-determined time period, then the student will be given a Warning for Cancellation of Enrolment notice.

3. If **Cancellation of Enrolment** proceeds, the student will be offered support to move into other 'earning or learning' options.

Student Wellbeing

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

We know that a supportive environment that combines a focus on wellbeing and learning is optimal — without one, the other will not happen. Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive. To further support this, we provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

There will be times however when students may require extra support for various physical, social and/or emotional reasons. In these circumstances, we use a wrap-around approach which involves parents, school support staff and services, health professionals and other agencies to best support our students. In particular, our Student Services team includes:

- School Guidance Officer
- School Psychologist
- School Based Youth Health Nurse
- School Chaplain
- Youth Worker
- First Nations Community Education Councillor (CEC)

You can make an appointment to see any of the Student Services team via the Student Counter.

Pastoral Care and Wellbeing Program

The Pastoral Care and Wellbeing program endeavours to develop certain skills and abilities in young people.
These include:

- decision making, questioning, participating and reflecting, to ensure informed life choices
- the ability to determine modes of behaviour in different social/cultural settings
- the ability to adopt roles compatible with their values
- the ability to look ahead and plan for their future

These skills will be developed through topics such as:

- Health Issues
- Career Planning
- Study/Assessment Skills
- Community Spirit
- Understanding School Policies and Consequences
- Communication
- Self-Concept
- Bullying and Cyber Bullying
- Respectful relationships
- Drugs and alcohol education

The aim is to assist the overall development of the individual - physical, emotional, social and intellectual. It provides an opportunity for young people to have access to and acknowledge the need for accurate and current information about issues that affect them and their interaction with others.

Students in Years 7-12 engage in Pastoral Care activities on a regular basis via their weekly care class sessions and within subjects studied. The Pastoral Care program has been written to allow students to develop skills relevant at different stages through their secondary school years. The program also looks to address relevant school or community issues at points in time during the year when/if they arise. Care teachers, Dean of Students and Heads of Department deliver the pastoral care and wellbeing program with specialised input from our student services personnel and other guest presenters.

Subject Resources

Textbooks and Resources

Maroochydore State High School runs a Student Resource Scheme (SRS). Parents can voluntarily join the scheme or elect to purchase these same texts and learning resources (including publications, work sheets, diaries etc.) as listed on Subject Resource List (available at the Office). The scheme purchases in bulk and has the buying power to significantly reduce the costs to parents. The SRS is approved by the MSHS P&C Association each year.

The additional user-pays subject levies for consumables (for eg. excursions) are a requirement for some subjects. If these levies cannot be met, it will be necessary for students to choose another subject that does not have the associated costs.

Computers: BYOd Program

Maroochydore State High School recognises the critical role that digital technologies play in enhancing student learning outcomes.

Digital Technologies:

- Enhance independence and self-initiated learning among students
- Promotes the development of 21st Century teaching and learning
- Facilitates the creation and sharing of knowledge
- Allows differentiation in learning

To facilitate this, Maroochydore State High School embraces a Bring Your Own Device (BYOd) program for all students.

What is a Bring Your Own Device (BYOd) scheme?

Students are required to provide their own laptop device for use at school. The school will provide access to the internet, printing services and shared network drives for these devices and allow students to use the devices in class to support teaching and learning. Students are also able to install the Adobe software suite onto their devices at no extra charge.

One of the rationales for the BYOd scheme is that students will be comfortable using a device that they "own" and manage themselves. They should be familiar with how it works and the software installed on the device.

A minimum specifications table is available via the Office to assist in purchasing a suitable Windows or Apple device. There is an annual connectivity and licensing fee to cover the cost of participating in the BYOd program.

Senior School Qualifications

Senior Education Profile

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 (QCE)

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

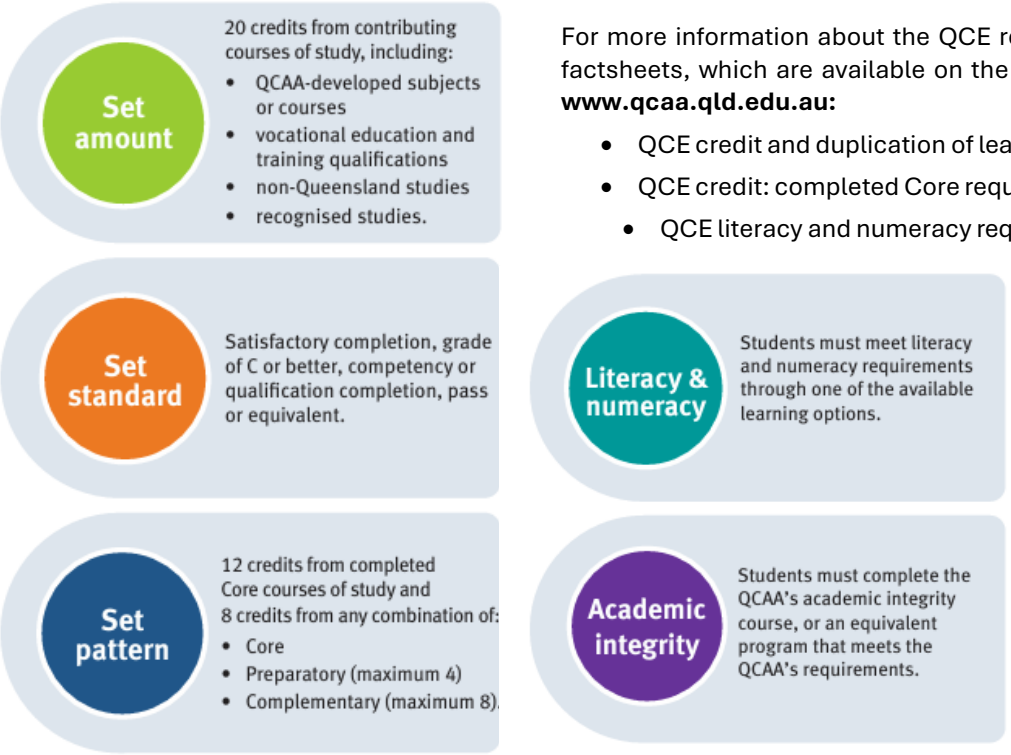
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study and a Queensland Curriculum and Assessment Authority (QCAA) learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy, numeracy and integrity requirements. The QCE is issued to eligible students when they meet all the requirements either at the completion of Year 12, or after they have left school. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling.

The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

QCE Requirements

As well as meeting the following requirements, students must have an open learning account before starting the QCE and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



For more information about the QCE requirements, see the following factsheets, which are available on the **QCAA website at www.qcaa.qld.edu.au:**

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Queensland Certificate of Individual Achievement (QCIA)

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

Statement of Results

Students are issued with a Statement of Results in the December following the completion of a QCAA (Queensland Curriculum & Assessment Authority) - 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.

Australian Tertiary Admission Rank (ATAR)

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR itself is the standard measure of overall school achievement and is a rank indicating a student's position overall relative to other students. It is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school leavers.

ATAR Calculation

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

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

English and Mathematics requirements for an ATAR

To be eligible for an ATAR;

- Satisfactory completion of a QCAA English subject is required
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.
- Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
- Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both.

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.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (Certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Fitness will each have the same scaled score; this will be regardless of the duration or area of study of the Certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

Pathways to Success

At Maroochydore State High School, we offer *Excellence in Education for All*. This means we value all pathways that lead students to not only achieve a senior qualification but to become responsible citizens who can work productively and/or contribute to their community. Students are encouraged to select subjects as part of their senior program based on their knowledge needs, interests/talents and aspirations to lead them on a University, Tertiary Options or Employment pathway.

YEAR 7,8,9 Junior Secondary	YEAR 10 Senior Secondary	YEAR 11-12 Senior Secondary	PATHWAY

UNIVERSITY PATHWAY

DRIVE PROGRAM Achieving A's and B's. **STRIVE AND SERVE PROGRAM:** Achieving A's and B's.	**EXTENSION OR GENERAL CLASSES** Achieving at least B's in English, Maths and Science. Meet pre-requisites for Year 11 subject selection. Complete Certificate II.	**QUALIFICATIONS** QCE, ATAR **SENIOR SUBJECTS** Five general subjects includes General English, Maths and one other pathway option.	QTAC Application for University and TAFE. Australian Defence - Officer Entry. Full-Time Employment.

TERTIARY OPTIONS PATHWAY

DRIVE PROGRAM Achieving mainly B's. **STRIVE AND SERVE PROGRAM** Achieving mainly B's.	**EXTENSION OR GENERAL CLASSES** Achieving at least C's. Meet pre-requisites for Year 11 subject selection. Complete Certificate II.	**QUALIFICATIONS** QCE, Certificate III, Certificate IV. **SENIOR SUBJECTS** Six subjects: combination of General, Essential, Applied VET Certificate III, IV or Traineeship options.	Alternate University entrance, TAFE. Apprenticeships/ Traineeships. Australian Defence – General Entry: Trades. Full-Time Employment.

EMPLOYMENT PATHWAY

DRIVE PROGRAM Achieving at standard in Mathematics and English. **STRIVE AND SERVE PROGRAM** Achieving at standard.	**ESSENTIAL CLASSES** Achieving at standard in English and Maths. Complete Certificate II in Skills for Work and Vocational Pathways.	**QUALIFICATIONS** QCE / QCIA, Certificate I, II, III. **SENIOR SUBJECTS** Six subjects - combination of Essential, Applied VET and traineeship options.	Apprenticeships/ Traineeships, TAFE. Australian Defence – General Entry: Non-technical. Full-Time Employment.

How to choose senior subjects

It is important to plan before choosing your senior subjects. Consider the following:

1. What knowledge do you need? What would you like to know?
2. Do you have skills that you would like to develop further? What are your interests?
3. What careers are you interested in pursuing?
4. What have been your academic strengths and weaknesses so far?
5. Have you met Year 10 pre-requisites? What qualifications do you need for future courses?
6. What are the tertiary entry requirements for courses you are interested in?

Many students do not know what they want to do when they leave school, but choosing the right combination of subjects will provide balance and keep options open.

1 Think about your abilities, interests and ambitions

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

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

2 Check what you need for your QCE

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

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

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

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

Some university courses also have other prerequisites.

VET

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

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

4 Develop your plan

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

The QCAA has many resources available including the Plan your Pathway fact sheet (below) which you can access at www.qcaa.qld.edu.au/senior/new-snr-assessment-te/senior-pathway-planning

Career planning resources

Maroochydore State High School Careers Website

For further comprehensive information on all things career related, visit our school careers page at: www.maroochydorecareers.com or investigate the following websites

- **Job Outlook** is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive Career Quiz that helps to identify work styles and suggests careers options.

- **myfuture** is a comprehensive career and education website that help students explore career options based on their skills and interests.

- **Open Colleges** contains career information, links and resources about career pathways and relevant online learning courses.

- **myPROFILER** is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests.

- **The Good Universities Guide** is a course comparison website that helps students find courses, explore careers and search for scholarships at Australian universities, TAFEs and training colleges.

- **Study Assist** is an Australian Government website giving students information about assistance for financing tertiary study.

- **Apprenticeships Info** is a one-stop shop for information about apprenticeships and traineeships in Queensland. Australian Apprenticeships provides information about Australian apprenticeships for employers, job seekers, school leavers and career advisers. Australian Apprenticeships Pathways helps students find available apprenticeships and provides links to job pathways charts and job descriptions.

- The **Group Training Australia** website is a directory of organisations offering traineeships and apprenticeships across the country.

- **MySkills** provides information about vocational education and training and connects students with nationally accredited training providers. Queensland Skills Gateway contains everything students need to know about vocational education and training in Queensland, including courses, training providers, government funding and career pathways.

- **JobActive** includes job advertisements, information about training providers and tips on résumé writing and writing job applications. JobAccess contains information about disability employment services, including job advertisements, financial support for workplace modifications and support for finding or changing jobs.

Senior subjects

Maroochydore State High School offers three types of senior subject syllabuses — General, Applied and Vocational Education and Training courses (VET courses). Results in General, Applied subjects and VET subjects contribute to the QCE and may contribute to an ATAR calculation. No more than one result in an Applied subject or Certificate III VET subjects can be used in the calculation of a student's ATAR.

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

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling – University and Tertiary options Pathways.

Applied syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses

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

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

Applied syllabuses

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

Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses: Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

General syllabus: Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment.

Applied syllabuses: Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four -unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, ie the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Applied syllabus: Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

At least *two* but no more than *four* internal assessments for Units 1 and 2 will be developed and these assessments will provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Instrument specific- standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics - Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

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

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

Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education and/or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue

Students at Maroochydore State High School can access VET in a number of ways including:

- through Maroochydore State High School (RTO 30397) as a Registered Training Organisation
- at TAFE Queensland
- through another Registered Training Organisation
- through a School Based Apprenticeship or Traineeship

Vocational Education and Training (VET) in Schools allows students to remain enrolled at school while completing vocational training delivered either by Maroochydore State High Schools' Registered Training Organisation (RTO 30397) or by other external Registered Organisations.

Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publications of the 2027 VETiS funded qualifications.

Enrolment Options

Option 1
Choose a course that is delivered by qualified teachers at the School under our Registered Training Organisation (RTO 30397).

Option 2
Choose a course that is delivered by qualified teachers at the school under an external RTO.

Option 3
There are many Registered Training Organisations that offer nationally recognised training; these organisations offer programs specially targeting students in the Senior Phase of Learning. These include:

- TAFE Queensland
- Coastal Cookery Trade Training Centre (CCTTC)

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by given set date. Contact the Vocational Education Officer for further information.

Option 4
School Based Apprenticeships and Traineeships. Contact the Vocational Education Officer for further information.

VET qualifications

To ensure the requirements for the amount and breadth of learning for a QCE are met, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE is accrued when a student completes new learning. When students complete multiple VET qualifications, an RTO may transfer credit from completed units of competencies from one qualification toward completion of another qualification. New learning in VET is identified as units of competency that recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest level- qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE. All completed qualifications are recorded on the statement of results.

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

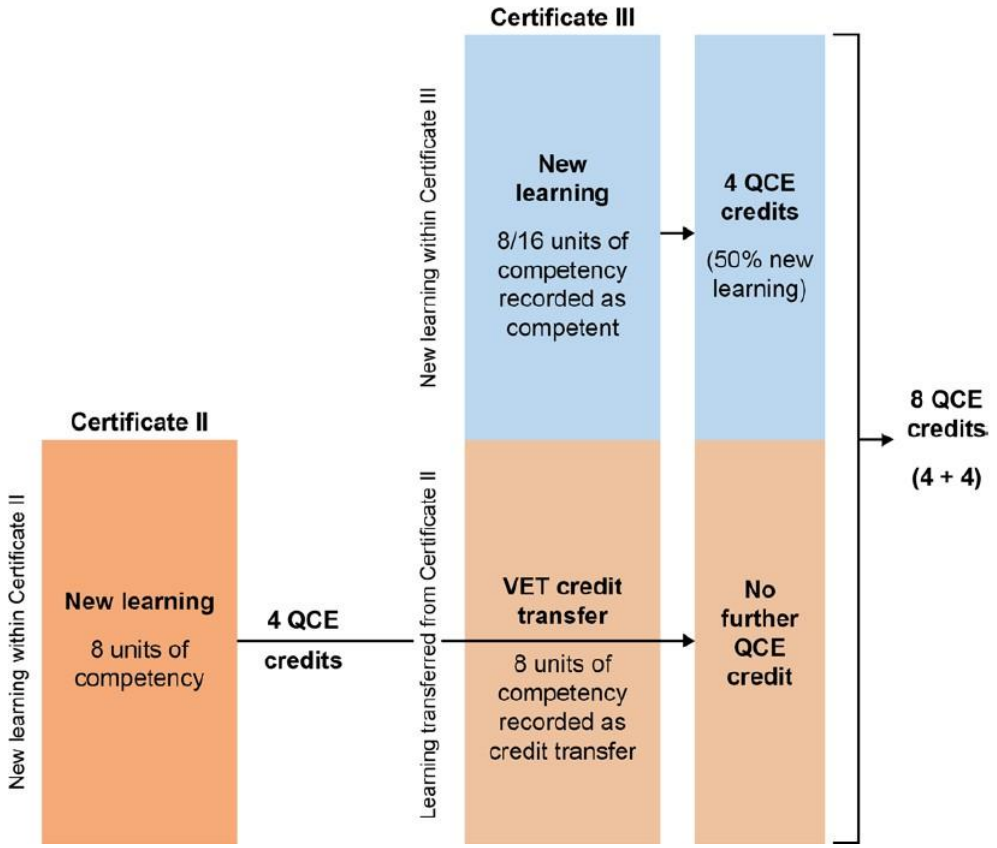
For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer.

QCE credit	Amount of new learning completed
Full QCE credit	≥ 90%
75%	≥ 75%
50%	≥ 50%
25%	≥ 25%
0%	< 25%

Example of QCE credit for Certificates II and III with VET credit transfer from any training packages



VET Student Information

Maroochydore State High School will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

Roles and Responsibilities

Maroochydore State High School;

- recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
- will provide the teachers and equipment to run courses. If the school loses access to these resources, it will provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements. If a student enrols late into a Vocational Education and Training course, that student may not complete all competencies to enable them to attain the full qualification. If this is the case, the student will receive a Statement of Attainment outlining the competencies they have completed.
- has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies (refer to the VET Student handbook for further information)
- has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

Maroochydore State High School has a complaints and appeals policy specific to the RTO operations:

A complaint can be made to the school Registered Training Organisation (RTO) regarding the conduct of Maroochydore State High School, its trainers, assessors or other school RTO staff; students of Maroochydore State High School; any third parties providing services on behalf of Maroochydore State High School (if relevant)

An appeal can be made to Maroochydore State High School to request a review of a decision, including assessment decisions.

Maroochydore State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Maroochydore State High School considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the principal as CEO of Maroochydore State High School admin@maroochydoreshs.eq.edu.au. Refer to complaints and appeals policy and procedure document for further information.

Students are asked to:

- refer to the Curriculum handbook / website and
- partake in VET induction sessions.

Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards.

Fees

Subject charges vary according to individual Certificate requirements – refer to individual course information outline in this booklet, VET Offerings and VETiS Funding forms. If a student withdraws from a course where Maroochydore State High School is the registered training provider, a pro-rata refund policy applies. Where students are undertaking a course provided by an external registered training provider, students and parents should carefully read their refund policy as outlined in each course description.

Refer to the VET documentation located on the School Website: www.maroochydoreshs.eq.edu.au

School-Based Apprenticeship and Traineeships (SAT)

School-based apprentices and trainees, typically in Years 10, 11 and 12, are trained in the workplace and with a training organisation, in their chosen apprenticeship or traineeship while continuing to study towards their QCE or QCIA.

To commence a SAT, a student must have the support of the employer, the school, supervising registered training organisation and their parent/guardian.

The employer, student and parent/guardian (if applicable and appropriate) will be required to sign a training contract with the assistance of an Australian Apprenticeship Support Network [AASN] provider agreeing to work together for the length of the apprenticeship or traineeship.

It is anticipated that, prior to lodging the training contract for registration, the AASN provider will ensure that the parties to the contract work together and with the parent or guardian and the school, to negotiate a schedule of education, training and employment (ETES). There must be some impact on the student's school timetable for the program to be considered school-based and this schedule will show that impact.

Please contact the Vocational Liaison Officer for further information or go to the website
http://apprenticeshipsinfo.qld.gov.au

Senior students – what you need to know

The new senior assessment and tertiary entrance system (or New QCE) means there has been a change to the way curriculum is delivered. School routines, student workload and expectations are now very different compared to those experienced by senior students in the OP system.

Time Management and assessment workload

In the new QCE system, students are no longer working towards a traditional end of term exam block. While the number of assessment items for General and Applied subjects has been reduced, the timing of this assessment will be different for each subject. Work is also blocked into Units (Unit 1, 2, 3, 4) which run across holiday periods. As a result, students will notice they may be preparing for assessment at non-traditional times (for example, very early in the term) or their peak workload time is different to other students, due to individualised learning programs.

Assessment attendance and exam blocks

- Exam assessment will be completed on student flexible learning days unless students are otherwise advised. Students are required to attend these sessions unless an AARA (Access Arrangement and Reasonable Adjustment) has been approved. Should a clash with TAFE, traineeship or other external learning provider arise, students are expected to make alternative arrangements with their trainers or employers.
- Exam Blocks (Year 11). At least one exam block will occur during Week 3 of Term 4.
- Exam Blocks (Year 12). A MSHS mock exam block will occur during Week 10 of Term 3 (attendance is compulsory). QCAA External Assessment will occur during Weeks 4-7 of Term 4.
- VET competency catch-up lessons run during exam blocks. Student attendance is compulsory, unless otherwise advised.
- Mock Exams: Sample external assessment instruments are available on the QCAA website. These demonstrate one possible format for an external assessment item for each subject and assess learning in Units 3 & 4.
- Studying to the mock exam will not guarantee success as they have been designed for demonstration purposes only

Subject changes

Subject changes between General subjects during Year 11 and 12 should be avoided, where possible, as these can significantly disrupt the students learning program and/or successful completion of the QCE qualification. If a student would like to change subjects, they will need to meet with a senior school staff member or guidance officer to discuss options. An appointment can be made via the Office.

Academic Integrity & Misconduct

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. If a student is found to engage in academic misconduct, the school's school assessment policy will guide consequences which can include suspension and/or loss of credit and QCE attainment.

Examples of academic misconduct include (but are not limited to);

- Cheating while under supervised conditions
- Collusion
- Contract cheating
- Copying work
- Disclosing or receiving information about an assessment
- Fabricating
- Impersonation
- Misconduct during an examination
- Plagiarism or lack of referencing
- Self plagiarism
- Significant contribution of help

To ensure students and parents/carers understand the important concept of Academic Integrity, the QCAA has created an online course which all families can access through the MyQCE website https://myqce.qcaa.qld.edu.au/

Access Arrangements and Reasonable Adjustments (AARA)

AARA's are provided to minimise barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Students are NOT eligible for AARA or extension to due dates when matters arise from the student's or parent's/carer's own choosing (eg. family holidays), as per the QCE and QCIA policy and procedures handbook section 6.3.2 Ineligibility. To align with QCAA policy, Principal Exemptions for School Absence (Exemption from compulsory schooling form) for Year 11 and 12 students will not be approved. If holidays are taken by the family and requirements of the course are not met, students may compromise their qualification and/or be given the option to complete their QCE over a three year- period.

In situations where students experience disability, impairment, a medical condition or other barrier which may affect their assessment participation, the school will work with the student and their families to create reasonable assessment adjustments. Students will need to produce a medical certificate if an extension to assessment due date is required due to injury/illness. Refer to the school's assessment policy for further information or make an appointment to see a senior school staff member or guidance officer via the Office.

Year 10 Pre-requisites required for Senior Subjects

The Year 10 curriculum has been designed to create a strong learning foundation for students coming into Year 11 subjects. As a result, students must meet Year 10 curriculum pre-requisites to be considered for enrolment in senior subjects. Students new to Maroochydore State High School will meet with the Deputy Principal or senior school staff member during their enrolment interview to discuss transfer pathways. Refer to the Year 10 Pre-requisites for Senior Subjects list for a complete overview.

Colour legend for subject pages

	English
	Mathematics
	Science
	Humanities and Social Studies
	Industrial Technology and Design
	Creative Industries
	Health and Physical Education
	Languages
	VET

Year 11 Pre-requisites Guide – Senior Subjects 2027

Key Learning Area	Type of Subject	Year 11 Subject	Assumed knowledge	
			By the end of Year 10 students should have met the following pre-requisites	Achievement Level
English	General	English	English Oral and Written Skills	C
	Applied	Essential English	English Oral and Written Skills	
	Short Course	Literacy	Nil	
Mathematics	General	Specialist Mathematics	Mathematical Methods Specialist Mathematics Preferred	B
	General	Mathematical Methods	Mathematical Methods	B
	General	General Mathematics	General Mathematics	B or HOD approval
	Applied	Essential Mathematics	Nil	
	Short Course	Numeracy	HOD recommendation only	
Science	General	Physics	Physical Sciences	B or HOD approval
	General	Chemistry	Physical Sciences	B or HOD approval
	General	Biology	Biological Sciences or Physical Sciences	B or HOD approval
	General	Marine Science	Biological Sciences or Physical Sciences	B or HOD approval
	Applied	Aquatic Practices	Any Science	C
Humanities	General	Ancient History	General English and Humanities	C
	General	Modern History	General English and Humanities	C
	General	Legal Studies (can include 10971NAT Certificate IV in Justice Studies)	English and Humanities	C
Business	VET	BSB50120 Diploma of Business (Business Development)	General English	C
	VET	BSB30120 Certificate III in Business	English	C
Languages	General	Japanese	Japanese and English	C
Life Technologies	VET	SIT20122 Certificate II in Tourism SIT30122 Certificate III in Tourism	Nil	
	VET	SIT20322 Certificate II in Hospitality SIT30622 Certificate III in Hospitality	Nil	
	VET	SIT20421 Certificate II in Cookery	Nil	HOD approval
	VET	BSB40620 Certificate IV in Legal Services	English	C
Creative Industries	General	Music	Year 10 Music	C
		Instrumental Music	Conversation with IM Coordinator	
	General	Drama	English	Recommended
	General	Film, Television & New Media	English	C
	General	Visual Art	English and Art	C
	Applied	Visual Arts in Practice	Year 9 or Year 10 Art	Recommended
Health & Physical Education	General	Physical Education	General English and HPE	C or HOD approval
	Applied	Sport and Recreation	Nil	
		Sport and Recreation (Surfing)	Offered to EQI students only	HOD approval
	VET	SIS30321 Certificate III in Fitness	Nil	
	VET	HLT23221 Certificate II in Health Support Services HLT33115 Certificate III in Health Services Assistant	Nil	
Industrial Technology & Design	General	Digital Solutions	English and Digi Tech	C
	General	General Engineering	Nil	HOD Approval
	Applied	Engineering Skills	Nil	
	Applied	Furnishing Skills	Nil	
	VET	CPC20220 Certificate II in Construction	Nil	
	VET	MEM20422 Certificate II in Engineering Pathways	Nil	
	VET	Certificate II in Autonomous Technologies	Nil	_

General Mathematics

General

General senior subject

General Mathematics is designed to equip students with mathematical skills to meet their needs in their future studies or employment. General Mathematics focuses on practical skills of Number, Measurement, Geometry and statistics coupled with an exploration of algebra, networks and matrices which have many applications in business, logistics and management.

Pathways

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. General Mathematics will also provide a solid foundation for future careers in a trade.

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.

Pre-requisites

Obtain a minimum B level of achievement in Year 10 General Mathematics or HOD approval.

Special Requirements

- Hire of e-textbook
- Scientific Calculator Casio Fx-82AU II - Plus 2nd edition (other calculators may not meet subject requirements)
- Two exercise books
- Ruler
- BYOd Laptop and internet access

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

Mathematical Methods

General

General senior subject

Mathematical Methods is designed to equip students with skills to solve complex mathematical problems encountered in many engineering, science and commerce situations. Students undertaking the course have a strong background in algebra and graphing and are considering tertiary education.

Pathways

Mathematical Methods is a common pre-requisite in the fields of natural and physical sciences (especially physics and chemistry), mathematics, computer science, engineering, business, medical and health sciences.

Structure

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.

Pre-requisites

Obtain a minimum B level of achievement in Year 10 Mathematical Methods and a high level of confidence in algebra.

Special Requirements

- Recommended completion of Year 10 Specialist mathematics elective
- Scientific Calculator Casio Fx-82AU II - Plus 2nd edition (other calculators may not meet subject requirements)
- Graphics Calculator TI-84+ - Hired from Resource Centre
- Two exercise books
- Hire charge for e-text
- BYOd Laptop and internet access

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

Specialist Mathematics

General

General senior subject

Specialist Mathematics is designed for students who have a passion for mathematics and who seek to extend their knowledge. Specialist mathematics builds on the topics taught in Mathematical Methods to allow a greater sophistication of modelling problems.

Pathways

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

Objectives

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

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

Pre-requisites

- Obtain a minimum B level of achievement in Year 10 Mathematical Methods
- Preferred study in Year 10 Specialist Maths

Special Requirements

- Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.
- Scientific Calculator Casio Fx-82AU II - Plus 2nd edition (other calculators may not meet subject requirements)
- Graphics Calculator TI-84+ - Hired from Resource Centre
- BYOd Laptop and internet access
- Hire of e-text
- Two exercise books

Structure:

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: 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			

Essential Mathematics

Applied

Applied senior subject

Essential Mathematics is designed to build student confidence in using mathematical skills in their everyday life. Essential Mathematics has an emphasis using the concepts of number, money, data, measurement and graphing in practical situations.

Pathways

A course of study in Essential Mathematics promotes general employment and successful participation in society.

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.

Pre-requisites

This course will suit students who have completed Year 10 Essential Mathematics and have had past difficulties in mathematics

Special Requirements

- Scientific Calculator Casio Fx-82AU II - Plus 2nd edition (other calculators may not meet subject requirements)
- Two exercise books
- Ruler
- Photocopying fee for booklet
- BYOd Laptop and internet access

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, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment: In Units 3 and 4 students complete four summative assessments. Three summative internal assessments pieces are developed by MSHS and 1 common internal assessment (CIA) piece will be developed by the QCAA.

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

Numeracy

Short Course

Short Course Subject

Numeracy Short Course is designed to equip students to gain mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes.

This subject can only be selected upon recommendation from the year level team and the Head of Department for Mathematics.

Pathways

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Objectives

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

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

Pre-requisites

Nil

Special Requirements

- Scientific Calculator Casio Fx-82AU II Plus 2nd edition
- Two exercise books
- Ruler
- Photocopying fee for booklet
- BYO Laptop and internet access

Structure

Unit 1

Topic 1: Personal identity and education

In Topic 1, students develop numeracy and learning skills in the contexts of expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.

Students use mathematics to make sense of the world and learn to apply mathematics in a context for a social purpose. They learn to apply numeracy skills and mathematics in structured learning situations, whether learning towards a formal qualification, learning within a community-based program, or formal or informal on-the-job learning and training.

Topic 2: The work environment

In Topic 2, students develop their skills of numeracy and learning through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment. They use mathematics to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge.

Assessment:

Unit 1

Topic 1: Personal identity and education

The assessment for this topic consists of two parts:

- an extended response — oral mathematical presentation (Internal assessment 1A)
- a student learning journal (Internal assessment 1B).

Topic 2: The work environment

The assessment for this topic consists of two parts:

- an examination — short response (Internal assessment 2A)
- a student learning journal (Internal assessment 2B).

English

General

General senior subject

Senior English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers.

Learners use language, analyse perspectives and evidence, and challenge ideas and varying interpretations with diverse text.

Pathways

The English Course promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for 21st Century and lifelong learning across different contexts.

Objectives

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

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

Pre-requisites

- Obtain a minimum C level of achievement in Year 10 English

Special Requirements

- BYOd Laptop
- 16GB USB/storage

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment: 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 receive an overall subject result (A-E). Units 1 and 2 (Year 11) mirror the Unit 3 and 4 assessment tasks using different texts.

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

Essential English

Applied

Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others. They continue to build skills to understand, accept and challenge the values/ attitudes in texts.

Pathways

The Essential English Course promotes open-mindedness, imagination, critical awareness — skills with Vocational and/or ATAR Pathways.

Objectives

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

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

Pre-requisites

Nil

Special Requirements

- BYO Laptop and 16GB storage.

Structure

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

Assessment: Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

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

English and Literature Extension

General

General senior subject

English & Literature Extension is an extension of both the English and the Literature syllabuses and should read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of English. In Year 12, students undertake Unit 3 and 4 of English & Literature Extension concurrently with Units 3 and 4 of English. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, 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.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas, where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary 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/or 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 interpretations of literary texts, making explicit theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Pre-requisites

- Obtain an A level of achievement in Year 11 English

Special Requirements

- BYO Laptop and 16GB storage.

Structure To study English & Literature Extension, students should have completed Units 1 and 2 of English. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with Units 3 and 4 of English

Unit 3	Unit 4
Ways of reading • Readings and defences • Defence of 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).

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%

Literacy

Short Course

Literacy Short Course

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

Pathways

This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need.
Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Objectives

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

- Comprehend ideas and information in familiar and unfamiliar texts.
- Communicate ideas and information.

Pre-requisites

Nil

Special Requirements

- BYOd Laptop
- Two exercise books

Structure

Unit 1	
Topic 1 • In Topic 1, students develop reading, writing and oral communication skills through activities related to personal identity, achieving personal goals, and understanding and interacting with the wider community.	**Topic 2** • In Topic 2, students develop reading, writing and oral communication skills through activities that relate to workplace contexts, which may include the work environment, preparing for and seeking employment, training situations, operating in an existing workplace, entering a new work environment, and/or exploring relationships and behaviour in the workplace.

Assessment: Students will complete two summative internal assessments that count towards their overall subject result. Students will receive an overall subject result (A-E)

Unit 1
Topic 1: Personal identity and education The assessment for this topic consists of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B) **Topic 2: The work environment** The assessment for this topic consists of two parts: • an extended response — spoken/signed (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Modern History

General

General senior subject

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. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations.

Pathways

Study of Modern History can lead to employment in the fields of history, education, psychology, law, business, economics, politics, journalism, the media, health and social sciences. Modern History also can be studied for enjoyment.

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Pre-requisites

To gain the most out of this course, students should obtain a minimum C level of achievement in Year 10 Humanities (Sem 1) and/or History (Sem 2) and Year 10 English.

Special Requirements

- BYOD Laptop
- Excursion to University Queensland.

Structure (Teacher selects *two* topics from each unit to study)

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern world • Australian Frontier Wars, 1788-1930s • Age of Enlightenment, 1750s-1789 • Industrial Revolution, 1760s-1890s • American Revolution, 1763-1783 • French Revolution, 1789-1799 • Age of Imperialism, 1848-1914 • Meiji Restoration, 1868-1912 • Boxer Rebellion and its aftermath, 1900-1911 • Russian Revolution, 1905-1920s • Xinhai Revolution and its aftermath 1911-1912 • Iranian Revolution and its aftermath, 1977-1979 • Arab Spring since 2010 • Alternative topic for Unit 1.	**Movements in the Modern World** • Empowerment of First Nations since 1938 • Independence movement in India, 1857-1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945-1962 • Independence movement in Vietnam, 1945-1975 • Anti-apartheid movement in South Africa, 1948-1991 • African American- civil rights movement, since 1954 • Environmental movement since 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma • Alternative topic for Unit 2.	**National Experiences in the Modern world** • Australia since 1901 • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 • New Zealand since 1841 • Germany since 1914 • United States of America, 1917-1945 • Soviet Union, 1920s-1945 • Japan since 1931 • China since 1931 • Indonesia since 1942 • India since 1947 • Israel since 1917 • South Korea since 1948	**International Experiences in the Modern World** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War and its aftermath 1945-2014 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1950s • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984 QCAA will nominate one of these topics to become the basis for an external examination.

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

Ancient History

General

General senior subject

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Ancient History shows how modern society has its origins in the Ancient World of Greece and Rome.

Pathways

Study of Ancient History can lead to employment in the fields of archaeology, history, education, psychology, law, business, economics, politics, journalism, the media, health and social sciences. Ancient History also can be studied for enjoyment.

Objectives

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

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

Pre-requisites

To gain the most out of this course, students should obtain a minimum C level of achievement in Year 10 Humanities (Sem 1) and/or History (Sem 2) and Year 10 English.

Special Requirements

- Access to Laptop
- Excursion to University Queensland.

Structure (Teacher selects *two* topics from each unit to study)

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

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

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

Legal Studies

General

General senior subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. 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.

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.

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.

Pre-requisites

Obtain a minimum C level of achievement in Year 10 English or Humanities. There is no requirement for students to have studied Business subjects in Years 9 or 10.

Special Requirements

- BYOd Laptop

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 • Human rights in Australian contexts

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	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%

Engineering Skills

Applied

Applied senior subject

Engineering Skills focuses on the underpinning industry practices and production processes. Students gain an understanding of technical information and safe practical production processes. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. Employment opportunities may be found, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist.

Objectives

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

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

Pre-requisites

Students must demonstrate responsible behaviour and a commitment to safe workshop practice. Required workshop induction and OnGuard safety training must be completed before students use relevant tools, machinery or equipment. Students with an established pattern of unsafe behaviour may be required to meet with the Head of Department to determine their suitability for the subject.

Special Requirements

Students must complete the required workshop consent, induction and safety processes, follow Safe Operating Procedures and teacher instructions, demonstrate safe use of tools, machinery and equipment under supervision, and wear fully enclosed leather-upper footwear and required personal protective equipment. Long hair, loose clothing and jewellery must be secured. Students who do not meet safety requirements will not participate in practical activities until the requirements are met.

Structure

The Engineering Skills course is four-unit course of study.

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option D	Production in the structural 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

Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. Employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, upholsterer, furniture restorer.

Objectives

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

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

Pre-requisites

Students must demonstrate responsible behaviour and a commitment to safe workshop practice. Required workshop induction and OnGuard safety training must be completed before students use relevant tools, machinery or equipment. Students with an established pattern of unsafe behaviour may be required to meet with the Head of Department to determine their suitability for the subject.

Special Requirements

Students must complete the required workshop consent, induction and safety processes, follow Safe Operating Procedures and teacher instructions, demonstrate safe use of tools, machinery and equipment under supervision, and wear fully enclosed leather-upper footwear and required personal protective equipment. Long hair, loose clothing and jewellery must be secured. Students who do not meet safety requirements will not participate in practical activities until the requirements are met

Structure

The Furnishing Skills course is designed around core and elective topics.

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

Assessment

For Furnishing Skills, students complete two assessment tasks for each unit. The assessment techniques used 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

General Engineering

General

General senior subject

Engineering is a General senior subject that provides students with opportunities to develop understanding of the engineering design process and its application in solving real-world problems. Students apply scientific, mathematical and technological knowledge to investigate, design, prototype and evaluate engineering solutions.

Pathways

A course of study in Engineering can establish a basis for further education and employment in engineering, architecture, industrial design, manufacturing, construction, aviation, mining, defence industries and related STEM fields.

Objectives

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

- identify and define engineering problems
- explore and analyse stakeholder needs and constraints
- apply engineering knowledge, principles and processes
- generate and communicate engineering ideas
- develop and evaluate engineering solutions
- create and test prototypes
- justify decisions using evidence
- communicate using engineering conventions and terminology
- realise responses to communicate meaning.

Pre-requisites

Obtain a minimum B level of achievement in Year 10 English and Mathematics.

Special Requirements

- BYO Laptop

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Engineering technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil Structures** • Civil structures in society • Civil structure and forces • Civil engineering materials	**Machines and Mechanisms** • Machines in society • Machines, mechanisms and control • Materials

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

Unit 3		Unit 4	
• Summative internal assessment 1 (IA1): • Engineered Solution	25%	• Summative internal assessment 3 (IA3): • Engineered Solution	25%
• Summative internal assessment 2 (IA2): • Examination – Combination Response	25%	Summative external assessment (EA): • Examination – Combination Response	25%

Digital Solutions

General

General senior subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways. The course utilises a video game development perspective to enable students to develop these skills

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Pre-requisites

Obtain a minimum C level of achievement in English.

Special Requirements

- BYO Laptop

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data driven- problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world- problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination – combined response	25%

Physical Education

General

General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making- as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Pre-requisites

Obtain a minimum C level of achievement in English and Physical Education in Year 10 or with HOD approval.

Special Requirements

Nil

Structure

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

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

Applied

Applied senior subject

Sport and recreation are central to Australian culture and leisure time, contributing positively to wellbeing. They include competitive and social sports, fitness, outdoor activities, and community recreation. These areas also create employment opportunities, especially through major events like the Commonwealth, Olympic and Paralympic Games.

Students in Sport & Recreation develop skills for work, fitness, and health while building interpersonal abilities and valuing active participation. Sport involves physical exertion, skill, and competition with structured rules, while recreation focuses on enjoyment, relaxation, and wellbeing through active pursuits.

Activities range from games and sports to adventure challenges and expressive movement. Through active participation, students learn the role of sport in personal and community life, while developing practical, communication, and problem-solving skills by planning, performing, and evaluating activities.

Pathways

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

Objectives

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

- investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes

Structure

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

Unit Option	Unit title
Unit 1	Fitness for sport and recreation
Unit 2	Event management
Unit 3	Coaching and officiating
Unit 4	Athlete development and wellbeing

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

Biology

General

General senior subject

Biology provides opportunities for students to engage with living systems. Students plan and carry out fieldwork, laboratory and other research investigations and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Pre-requisites

Obtain a minimum B level of achievement in Year 10 Biological Sciences or Physical Sciences. C level of achievement will require HOD approval.

Special Requirements

Nil

Structure

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

Assessment:

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

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

Summative assessments

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

Chemistry

General

General senior subject

Chemistry is the study of materials and their properties and structure. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations.

Pathways

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

Objectives

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

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

Pre-requisites

Obtain a minimum B level of achievement in Year 10 Physical Sciences. C level of achievement will require HOD approval.

Special Requirements

Nil

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 – combined response			

Marine Science

General

General senior subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in 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.

Objectives

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

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

Pre-requisites

Obtain a minimum B level of achievement in in Year 10 Biological Sciences or Physical Sciences. C level of achievement will require HOD approval.

Special Requirements

Ability to swim

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).

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 – combined response			

Physics

General

General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students develop appreciation of the contribution physics makes to society. They understand how models and theories are refined and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Pathways

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

Objectives

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

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

Pre-requisites

Obtain a minimum B level of achievement in Year 10 Physical Sciences. C level of achievement will require HOD approval.

It is recommended to take Mathematical Methods.

Special Requirements

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionizing 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).

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 – combined response			

Aquatic Practices

Applied

Applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems.

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.

Objectives

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

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

Pre-requisites

Obtain a minimum C level of achievement in any Year 10 Science.

Special Requirements

Ability to swim.

Structure: Aquatic Practices is a four-unit course of study. The four units will be selected from the following six QCAA developed units.

Unit option	Unit title
Unit 1	Using the aquatic environment
Unit 2	Recreational and commercial fishing
Unit 3	Coastlines and navigation
Unit 4	Aquatic ecosystems

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

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

Japanese

General

General senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Pathways

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

Objectives

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

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

Pre-requisites

Obtain a minimum C level of achievement in Year 10 Japanese and English.

Special Requirements

- BYOD Laptop
- iiTomo Senior Textbook

Course Structure

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

Assessment:

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

Summative assessments

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

Drama

General

General senior subject

Drama engages students in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and information & communications technologies (ICT) skills. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

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

Pre-requisites

Obtain a minimum C level of achievement in English

Special Requirements

Students should be studying General English for Year 11/12

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: 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): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Film, Television & New Media

General

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of advertising, design, communication, creative industries, communication, and education.

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.

Pre-requisites

Obtain a minimum C level of achievement in Year 10 English.

Special Requirements

Prior experience in Junior Encore Studies or Year 10 Media Studies is encouraged but not recommended.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation **Technologies:** How are tools and associated processes used to create moving-image media? **Institutions:** How are institutional practices influenced by social, political and economic factors? **Languages:** How do signs and symbols, codes and conventions create meaning?	**Stories** **Representations:** How do representations function in stories? **Audiences:** How does the relationship between narrative and meaning change in different contexts? **Languages:** How are media languages used to construct stories?	**Participation** **Technologies:** How do technologies enable or constrain participation? **Audiences:** How do different contexts and purposes impact the participation of individuals and cultural groups? **Institutions:** How is participation in institutional practices influenced by social, political and economic factors?	**Artistry** **Technologies:** How do media artists use technologies to challenge conventional practices? **Representations:** How do media artists portray people, places, events, ideas and emotions? **Languages:** How do media artists use signs, symbols, codes and conventions to create meaning?

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

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

Music (Alternative Sequence)

General

General senior subject

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

A study of music provides students with opportunities to develop their intellect and personal growth. In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas

Pre-requisites

Year 10 Music (recommended, but not mandatory)

Obtain a minimum C level of achievement in General English

Special Requirements

Nil

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?	**Narrative** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25%			

Music (General Extension)

General

General senior subject

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

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation (Performance, Composition or Musicology).

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- analyse music
- apply literacy skills
- evaluate music
- apply compositional devices or technical skills
- manipulate or interpret music elements and concepts
- resolve or realise music ideas

Pre-requisites

Enrolment in the Year 12 Music course is mandatory.

Special Requirements

Nil

Structure

Unit 3	Unit 4
Explore Students enter into an apprenticeship and work towards realising their potential as composers, musicologists or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation.	**Emerge** Students draw on their experiences from Unit 3 to realise their potential as composers, musicologists or performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student's emerging individual music voice or identity.

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance/Composition/Musicology	20%	Summative internal assessment 3 (IA3): • Performance/Composition/Musicology Project	35%
Summative internal assessment 2 (IA2): • Performance/Composition/Musicology	20%		
Summative external assessment (EA): 25%			

Visual Art

General

General senior subject

Visual Art provides students with opportunities to 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. Students interact with artists, artworks, institutions and communities to enrich their experience and understandings of their own and other's art practices.

Pathways

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; broader areas in creative industries and cultural institutions.

Objectives

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

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

Pre-requisites

Obtain a minimum C level of achievement in Art and General English

Special Requirements

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student directed-	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student directed- focus

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

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

Visual Arts in Practice

Applied

Applied senior subject

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

Pathways

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

Objectives

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

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

Pre-requisites

Obtain a minimum C level of achievement in Art (Year 9 or 10) and English recommended

Special Requirements

An interest in the Arts industry.

Structure

Unit Option	Unit title
Unit 1 (A)	Looking Inwards (Self)
Unit 2 (C)	Clients
Unit 3 (D)	Transform and Extend
Unit 4 (B)	Looking Outwards (Others)

Assessment: For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Technique	Description	Response requirements
Project	D1: Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Students plan a resolved artwork. B1: Students make a prototype artwork that explores a local, national or global issue. They evaluate others' artworks and plan for a resolved artwork that represents a local, national or global issue in a social space.	**D1: Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based. **Planning and Evaluation** – 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 **B1: Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artworks **Planning and Evaluation –** as per one of the options above
Resolved Artwork	D2: Students make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment D1. B2: Students make a resolved artwork that communicates about a local, national or global issue in a social space.	**D2 & B2: Resolved artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artworks

CHC24015 – Certificate II in Active Volunteering

VET

(RTO: 6020) Australian College of Volunteering. Offline Course: Year 11/12

Subject type:	VET qualification	**Duration:**	11 months
Qualification description:	Certificate II in Active Volunteering is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals volunteering in the community.		
Entry requirements:	There are no entry requirements for this qualification. Located on the grounds of Maroochydore State High School, the Active Volunteering course focuses on helping people in disadvantaged areas – primarily working with those in Cambodia. This Certificate is aligned with the Humanitarian Project. It is designed for those students who have the desire and commitment to helping others.		
Qualification Packaging Rules:	Total units = 6 (4 core units + 2 elective units). 20 hours of Volunteering The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification.		
Competencies - Core and Electives:	Core subjects: BSBCMM201 Communicate in the Workplace HLTWHS001 Participate in Workplace Health and Safety CHCVOL001 Be an Effective Volunteer CHCDIV001 Work with Diverse People BSBTEC201 Use business Software applications BSBTEC202 Use Digital Technologies to Communicate in a Work Environment HLTAID011 Provide First Aid BSBPEF202 Plan and Time Management		
Learning experiences:	• RTO classroom • Activities in real/simulated training work environments • Real life experiences in the various activities in the community locally and abroad. • Team Work • Real-life- decision making • Teaching English • 20 hours Active Volunteering		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor		
Pathways:	This qualification provides a pathway to work in many areas world-wide. The Certificate will assist those who are willing to push themselves to help others. Volunteer, Teaching English in Developing Countries, Overseas and Abroad work, Nurse, Doctor, Teacher.		
Fees (Additional to SRS charges):	The Certificate is $135 and is included in the cost of the Humanitarian Project.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment. For further information on services, training and assessment refer to SAAVI.		
Service agreement:	This is an 11-month course. The RTO guarantees that the student will be provided with every opportunity to complete the CHC2401 Certificate II in Active Volunteering as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*		

BSB30120 – Certificate III in Business

VET

(RTO: 45252) Get Set Education

Subject type:	VET qualification	**Duration:**	19 Months
Qualification description:	The Certificate III in Business focuses on practical workplace skills that can be used across many industries. It helps students develop confidence in communication, teamwork, organisation, and completing everyday business tasks in a professional setting. The course covers practical business skills including: • Workplace communication (clear speaking, writing, teamwork) • Business documents and proposals (professional documents, simple proposals) • Teamwork and inclusive work practices (respectful teamwork, positive culture) • Organisation and self-management (planning, priorities, wellbeing) • Business ideas, promotion and sustainability (opportunities, promotion, sustainability) • Work health and safety (safe workplace practices)		
Entry requirements:	1. Student subject selection interview completed (school process) 2. LLND assessment completed prior to enrolment acceptance 3. Parent/guardian permission (if under 18)		
Qualification Packaging Rules:	Total number of units = 13 (6 core unit plus 7 elective units) AQF alignment and contribute to a valid, industry supported- vocational outcome. Successful completion of the Certificate may contribute a possible 8 credits towards achieving a Queensland Certificate of Education.		
Competencies - Core and Electives:	BSBPEF201 Support personal wellbeing in the workplace BSBPEF301 Organise personal work priorities BSBESB302 Develop and present business proposals BSBWHS311 Assist with maintaining workplace safety BSBSUS211 Participate in sustainable work practices BSBXCM301 Engage in workplace communication BSBESB404 Market new business ventures BSBTWK301 Use inclusive work practices BSBESB301 Investigate business opportunities BSBTEC301 Design and produce business documents BSBWRT311 Write simple documents BSBMKG434 Promote products and services BSBCRT311 Apply critical thinking skills in a team environment * *Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by school (as third party).*		
Learning experiences:	This program will be delivered and assessed by MSHS staff through class-based tasks as well as both simulated and real business environments at school involving- the delivery of a range of projects and services within the school community.		
Assessment:	How students Learn and Complete Assessment: • Timetables classroom lessons and support at school from school-based Trainer/Assessor. • All students have the opportunity to attend weekly after school and school holiday online study sessions with a Get Set Education Trainer and Assessor in addition to their core learning requirements. • Get Set Education provides online learning and assessment through aXcelerate, the Learning Management System used to access course materials and assessment tasks. • Assessment evidence may include written responses, eLearning projects, practical tasks and observation. • Tasks are submitted across each semester to demonstrate competency.		
Pathways:	This qualification is suitable for students who want to develop practical business, communication and technology skills that can be used across a range of workplace and study settings. It may suit students who are interested in business, administration, customer services, office-based work, or developing confidence with common workplace tasks. The skills developed in this qualification may be relevant to: • Exploring entry-level business services roles, including areas such as administration, customer service and general office support • Building confidence for future work experience, school-based traineeship opportunities and further VET study • Supporting future study and pathway options, depending on individual circumstances, provider requirements and entry requirements		

Fees (Additional to SRS charges):	A subject fee applies to cover training fees, consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings. A laptop is a mandatory requirement for this course.
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Further information can also be obtained by contacting Get Set Education at www.getset.edu.au.
Service agreement:	Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Get Set Education. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Get Set Education is responsible for enrolling students and issuing Statement of Attainments and Awards for eligible students. Further information about Get Set Education and this course can be found at www.getset.edu.au • *This information is correct at time of publication but subject to change (June 2026).*
IMPORTANT **Program Disclosure Statement (PDS)**	PDS Declaration: This document is to be read in conjunction with Get Set's Program Disclosure Statement (PDS). The PDS sets out the services and training products Get Set Education as RTO provides and those services carried out by the school as Third Party (ie the facilitation of training and assessment services). To access Get Set Education 's PDS, please visit: www.getset.edu.au. *This information is correct at time of publication but subject to change (June 2026).*

VET

BSB50120 – Diploma of Business (Business Development)

(RTO: 45252) Get Set Education

Subject type:	VET qualification	**Duration:**	18 months
Qualification description:	The Diploma of Business specialising in Business Development focuses on how businesses plan, promote, and improve what they do. It covers practical business skills that are used across many industries, including: • Business planning and operations (setting goals, organizing work, improving processes) • Marketing and promotion (how organisations communicate and reach customers) • Communication in the workplace (writing emails, reports, and presenting ideas clearly) • Project and teamwork skills (planning tasks, meeting deadlines, working with others) • Problem-solving and decision-making (using information to make sound choices)		
Entry requirements:	1. Student subject selection interview completed (school process) 2. LLND assessment completed prior to enrolment acceptance 3. Parent/guardian permission (if under 18)		
Qualification Packaging Rules:	This is an 18-month course (concluding in September of year 12) delivered in Years 11 and 12 in partnership with Get Set Education.		
Competencies - Core and Electives:	BSBCRT511 Develop critical thinking in others BSBSUS511 Develop workplace policies and procedures for sustainability BSBOPS501 Manage business resources BSBFIN501 Manage budgets and financial plans SIRXMGT005 Lead the development of business opportunities BSBXCM501 Lead communication in the workplace SIRXMKT006 Develop a social media strategy BSBMKG541 Identify and evaluate marketing opportunities BSBMKG546 Develop social media engagement plans BSBOPS601 Develop and implement business plans BSBOPS504 Manage business risk BSBOPS505 Manage organisational customer service * *Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by school (as third party).*		
Learning experiences:	This program will be delivered through online tasks.		
Assessment:	How students Learn and Complete Assessment: • Timetables classroom lessons and support at school from school-based Trainer/Assessor. • All students have the opportunity to attend weekly after school and school holiday online study sessions with a Get Set Education Trainer and Assessor in addition to their core learning requirements. • Get Set Education provides online learning and assessment through aXcelerate, the Learning Management System used to access course materials and assessment tasks. • Assessment evidence may include written responses, eLearning projects, practical tasks and observation. • Tasks are submitted across each semester to demonstrate competency.		
Pathways:	This Diploma is suitable for students who want to develop practical business and leadership skills, enjoy working on real-world projects, including in teams, and are curious about how businesses operate, grow and succeed. The skills developed in this qualification may be relevant to: • Exploring future roles in the Business Services industry, including areas such as marketing, administration and customer service • Development foundation skills that may assist with running or contributing to a small business • Supporting future study and pathway options, including apprenticeships, traineeships and university pathways depending on individual circumstances and entry requirements		
Fees	A course fee applies to cover training fees, consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings. A laptop is a mandatory requirement for this course.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Further information can also be obtained by contacting Get Set Education at www.getset.edu.au.		
Service agreement:	Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Get Set Education. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Get Set Education is responsible for enrolling students and issuing Statement of Attainments and Awards for eligible students. Further information about Get Set Education and this course can be found at www.getset.edu.au *This information is correct at time of publication but subject to change (June 2026).*		

CPC20220 – Certificate II in Construction

VET

(RTO: 31193) BlueDog Training. External VET Course: Year 11/12

Subject type:	VET qualification	**Duration:**	2 Years
Qualification description:	Certificate II in Construction Pathways is a nationally recognised qualification that complies with the Australian Qualifications Framework. This qualification provides foundational skills and knowledge for entry into the construction industry.		
Entry requirements:	There are no formal entry requirements for this qualification. Delivered through BlueDog Training on site at MSHS, this course introduces students to construction industry practices, workplace safety, tools, materials and practical trade skills. It is designed for students considering careers in building and construction trades.		
Qualification Packaging Rules:	Total units = 10 (5 core units + 5 elective units). Elective selection is guided by industry requirements, local employment opportunities and pathways into apprenticeships and further training.		
Competencies - Core and Electives:	CPCCOM1012 Work effectively and sustainably in the construction industry CPCCOM1013 Plan and organise work CPCCOM1014 Conduct workplace communication CPCCOM1015 Carry out measurements and calculations CPCCVE1011 Undertake a basic construction project CPCCCA2002 Use carpentry tools and equipment CPCCCM2006 Apply basic levelling procedures CPCCCM2008 Erect and dismantle restricted height scaffolding CPCCCM2012 Work safely at heights CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry		
Learning experiences:	• RTO classroom and online learning • Practical workshop activities • Construction projects in simulated work environments • Safe use of hand and power tools • Measurement and set-out activities • Teamwork and problem solving • Industry-relevant construction tasks		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering is continuous throughout the qualification. Evidence gathering methods include: Direct observation Practical projects and tasks Knowledge questions Workplace or simulated workplace activities		
Pathways:	This qualification provides pathways into apprenticeships, traineeships and entry-level employment within the construction industry including carpentry, building, civil construction, plastering, concreting and related trades.		
Fees (Additional to SRS charges):	A course fee applies per student, or utilisation of VETIS funding. (If enrolled in one Bluedog VET course, you are eligible to undertake the second certificate free of charge)		
Further information:	Contact the VET HOD, ITD HOD or BlueDog Training for information regarding support services, enrolment requirements and course delivery details. Students will be provided with access to relevant student handbooks and policies prior to enrolment.		
Service agreement:	This is an 2 year course. The RTO guarantees that students will be provided with every opportunity to complete CPC20220 Certificate II in Construction Pathways in accordance with the enrolment information and student handbook. Students successfully completing all requirements will receive a Qualification and Record of Results. Students completing one or more units will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*		

MEM20422 – Certificate II in Engineering Pathways

(RTO: 31193) BlueDog Training. External VET Course: Year 11/12

VET

Subject type:	VET qualification	**Duration:**	2 Years
Qualification description:	Certificate II in Engineering Pathways is a nationally recognised qualification that complies with the Australian Qualifications Framework. This qualification provides foundational skills and knowledge for entry into the engineering and manufacturing industries.		
Entry requirements:	There are no formal entry requirements for this qualification. Delivered through BlueDog Training on site at MSHS, this course introduces students to engineering industry practices, workplace safety, fabrication processes, hand and power tools, technical drawing and practical workshop skills. It is designed for students considering careers in engineering and manufacturing trades.		
Qualification Packaging Rules:	Total units = 12 (core and elective units). Elective selection is guided by industry requirements, local employment opportunities and pathways into apprenticeships and further training.		
Competencies - Core and Electives:	MEMPE005 Develop a career plan for the engineering and manufacturing industries MEMPE006 Undertake a basic engineering project MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16008 Interact with computing technology MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEMPE002 Use electric welding machines MEMPE003 Use oxy-acetylene and soldering equipment MEMPE004 Use fabrication equipment MSMENV272 Participate in environmentally sustainable work practices		
Learning experiences:	• RTO classroom and online learning • Practical workshop activities • Engineering projects in simulated work environments • Safe use of hand and power tools • Welding and fabrication activities • Technical drawing and measurement tasks • Teamwork and problem solving • Industry-relevant engineering tasks		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering is continuous throughout the qualification. Evidence gathering methods include: Direct observation Practical projects and tasks Knowledge questions Workplace or simulated workplace activities		
Pathways:	This qualification provides pathways into apprenticeships, traineeships and entry-level employment within engineering and manufacturing industries including fitting and machining, fabrication, boilermaking, welding, mechanical trades and related occupations.		
Fees (Additional to SRS charges):	A course fee applies per student, or utilisation of VETIS funding. (If enrolled in one Bluedog VET course, you are eligible to undertake the second certificate free of charge)		
Further information:	Contact the VET HOD, ITD HOD or BlueDog Training for information regarding support services, enrolment requirements and course delivery details. Students will be provided with access to relevant student handbooks and policies prior to enrolment.		
Service agreement:	This is an 2 year course. The RTO guarantees that students will be provided with every opportunity to complete CPC20220 Certificate II in Construction Pathways in accordance with the enrolment information and student handbook. Students successfully completing all requirements will receive a Qualification and Record of Results. Students completing one or more units will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*		

BSB40620 – Certificate IV in Legal Services

VET

(RTO: 40789) Professional Investigators College of Australasia (PICA). Offline Course: Year 11/12

Subject type:	VET qualification	**Duration:**	2 years
Qualification description:	Certificate IV in Legal Services is a nationally accredited course. If you're interested in law, crime, justice, investigations or helping people navigate important situations, this course gives you the opportunity to explore the legal industry while gaining a **nationally recognised qualification**. The BSB40620 Certificate IV in Legal Services is delivered and assessed by the Professional Investigators College of Australasia (PICA), RTO 40789. You will build practical skills used in legal workplaces and develop a strong foundation for future study and employment.		
Entry requirements:	Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills. Students may be required to undertake an LLN test to determine suitability and support needs.		
Qualification Packaging Rules:	To attain this certificate there are 10 Units of competency. Successful completion of the Certificate may contribute a possible 8 (eight) credits towards achieving the Queensland Certificate of Education.		
Competencies:	BSBLEG421 Apply understanding of the Australian legal system BSBINS401 Analyse and present research information BSBLEG314 Protect information in a legal services environment BSBLEG423 Conduct simple legal research BSBLEG424 Support the drafting of complex legal documents BSBLEG522 Apply legal principles in contract law matters BSBLEG523 Apply legal principles in tort law matters BSBLEG526 Apply legal principles in criminal law matters BSBPEF401 Manage personal health and wellbeing BSBXCM401 Apply communication strategies in the workplace		
Learning experiences:	Content is delivered in a classroom environment through legal studies/ Certificate IV in Legal Services via independent study in study linen at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face to face workshops. Technology required: access to the internet.		
Assessment:	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.		
Pathways:	The Certificate IV in Legal Services is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as legal assistants, legal secretaries, paralegal assistant, law clerk, compliance officer, government admin officer, claims officer, investigations support officer and records and information officer. It can also provide a foundation for further study in law, justice studies, criminology, policing, government investigations, business and compliance.		
Fees:	Course Fee applies. Refund Policy: Refer to the Student Handbook on the PICA website for refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund are approved by PICA.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment. For further information on services, training and assessment refer to Unity College enrolment package.		
Service agreement:	This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (October 2026).*		

SIS30321 – Certificate III in Fitness

VET

(RTO: 31319) Binnacle Training

Delivered and assessed by Maroochydore State High School (RTO 30397) staff.

Subject type:	VET qualification	**Duration:**	2 years
Qualification description:	SIS30321 Certificate III in Fitness is a nationally recognised qualification that complies with the Australian Qualification Framework. SIS30321 Certificate III in Fitness is designed to develop knowledge and skills in client screening and health assessment, Instructing and monitoring fitness programs, Working with specific population clients and Exercise science and nutrition. The SIS30321 Certificate III in Fitness course is designed to • provide students with a broad understanding of fitness, both as an industry and an activity • develop the personal and interpersonal skills which underpin employment in the fitness industry		
Entry requirements:	Participation in all assessment. Student laptop is a requirement for this course. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.		
Language, Literacy, Numeracy and Digital Literacy Skills:	A Language, Literacy, Numeracy an Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on suitability of training product.		
Qualification Packaging Rules:	Successful completion of all four semesters contributes SIS30321 Certificate III in Fitness - 8 points towards achieving the Queensland Certificate of Education.		
Core and Electives:	HLTWHS001 Participate in workplace health and safety BSBPEF301 Organise personal work priorities SISXIND011 Maintain sport, fitness and recreation industry knowledge BSBOPS304 Deliver and monitor a service to customers BSBSUS211 Participate in sustainable work practices SISFFIT035 Plan group exercise sessions BSBPEF202 Plan and apply time management SISFFIT036 Instruct group exercise sessions SISSPAR009 Participate in conditioning for sport SISFFIT032 Complete pre-exercise screening and service orientation SISXCCS004 Provide quality service SISFFIT033 Complete client fitness assessments SISXEMR001 Respond to emergency situations SISFFIT052 Provide healthy eating information HLTAID011 Provide First Aid SISFFIT040 Develop and instruct gym-based exercise programs for individual clients SISOFLD001 Assist in conducting recreation sessions SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise SISXFAC006 Maintain activity equipment		
Learning experiences:	Practical tasks, Group work, Activities in simulated training work environments, Excursions		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor		
Pathways:	The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into university. For example: Exercise Physiologist; Teacher – Physical Education; Sport Scientist Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar. Students may also choose to continue their study by completing the Certificate IV in Fitness.		
Fees:	A subject fee applies to cover consumable materials and equipment, Practical Polo shirt, guest speaker costs and any organised excursions.		
Further information:	Contact the VET HOD Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment.		

Service agreement:	This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change. For further information on services, training and assessment refer to Binnacle enrolment package. The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.
<u>IMPORTANT</u> **Program Disclosure Statement (PDS)**	This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (ie the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select "RTO Files'. *This information is correct at time of publication but subject to change (June 2026).*

HLT23221 – Certificate II in Health Support Services
HLT33115 - Certificate III in Health Services Assistance

VET

(RTO: 40548) IVet Training

Subject type:	VET qualification	**Duration:**	2 years
Qualification description:	These programs will provide key foundation skills and knowledge that are critical to a range of jobs in the healthcare industry. Students will be well-placed for future employment and further study as this is one of Australia's largest industries that is predicted with continuous growth and in demand for work readiness skills. In Health Services, students will gain valuable industry specific practical exposure to a range of duties and tasks. This exposure will aid students in identifying areas they are passionate about and to continue their journey within Health Services. QCE Credits: Successful completion of the Certificate III in Health Services Assistance contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight (8) credits from the same training package can contribute to a QCE.		
Entry requirements:	Students must have a passion for and/or interest in working in the Health Services industry and/or pursuing further tertiary pathways (eg Certificate IV, Diploma or Bachelor's Degree). They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in a range of projects. Students **must** have a laptop with appropriate software and internet access to take 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 and to identify support measures as required.		
Qualification Packaging Rules:	Total number of units = 13(6 core unit plus 7 elective units, plus 2 optional additional units) Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry supported vocational outcome. Successful completion of the Certificate may contribute a possible 8 credits towards achieving a Queensland Certificate of Education.		
Competencies - Core and Electives:	**Year 11 Core** CHCCOM005 Communicate and work in health or community services CHCDIV001 Work with diverse people HLTINF006 Apply basic principles and practices of infection prevention and control HLTWHS001 Participate in workplace health and safety **Electives** BSBTEC201 Use business software applications BSBINS201 Process and maintain workplace information BSBMED303 Maintain patient records BSBOPS101 Use business resources BSBOPS203 Deliver a service to customers BSBPEF202 Plan and apply time management CHCOM001 Provide First Point of Contact HLTHSS003 Perform general cleaning tasks in a clinical setting CHCCCS012 Prepare and maintain beds CHCCCS010 Maintain a high standard of service CHCCCS020 Respond effectively to behaviours of concern **Year 12 Core** BSBWOR301 Organise personal work priorities and development HLTAAP001 Recognise healthy body systems **Electives** CHCCCS002 Assist with movement CHCPRP005 Engage with health professionals and the health system CHCCCS009 Facilitate responsible behaviour BSBMED301 Interpret and apply medical terminology appropriately HLTAID011 Provide First Aid * *Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by school (as third party).*		
Learning experiences:	This program will be delivered and assessed by MSHS staff through class-based tasks as well as both simulated and real health environments. IVet have developed an interactive simulated work environment, which allows students to assume numerous roles and tasks in the health services assistance field. Throughout the learning process students will have access to a purpose built simulated workplace practice via the 'IVet Super Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.		

Assessment:	Evidence gathering methods include: • conducting projects • completing health-related documents • personal reflection and quizzes • knowledge and knowledge extension activities Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.
Pathways:	The Certificate III in Health Services Assistance will be used by students seeking to enter the health industries and/or pursuing further tertiary pathways (eg Certificate IV, Diploma or Bachelor Degree). For example: • Nurse • Carer • Hospital worker • Allied Health Worker Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information, please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Fees (Additional to SRS charges):	A subject fee applies to cover training fees, consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings. A laptop is a mandatory requirement for this course.
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Further information can also be obtained by contacting iVet. Students will be provided with access to relevant RTO documents via the iVet online interface
Service agreement:	Responsibilities of iVet, as the Registered Training Organisation (RTO): • Provide training that responds to the learning needs of all students and is relevant to the training program. • Provide assessment that is flexible and fair, which meets the assessment criteria of the national training package. • Identify and provide language, literacy and numeracy support to students as required. • Recognise qualifications and statements of attainment that a student may present that has been issued by another RTO. • Provide all training and assessment once a student enrols and commences in their training program. See Participant Handbook for further details. • Consult with students and employers to gauge their satisfaction with services. • Uphold our fees and refund policy and all other policies and procedures as outlined in the IVet Policy Manual.
IMPORTANT **Program Disclosure Statement (PDS)**	PDS Declaration: This document is to be read in conjunction with iVet's Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products iVet as RTO provides and those services carried out by the school as Third Party (ie the facilitation of training and assessment services). *This information is correct at time of publication but subject to change (June 2026).*

SIT20322 – Certificate II in Hospitality
SIT30622 - Certificate III in Hospitality

VET

(RTO: 5710) Smartskill Pty Ltd

Subject type:	VET qualification	**Duration:**	2 Years
Qualification description:	SIT20322 Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This front of house qualification SIT20322 provides the skills and knowledge for an individual to be competent in a range of activities and functions within the hospitality industry. **AIMS OF COURSE:** • To become competent in a variety of FOH competencies • To gain an understanding of the structure, scope and roles in a range of Hospitality operations • To gain an understanding of styles of food service, distribution, packaging and marketing • To provide skills in the planning, preparation and service of food • To demonstrate appropriate work methods and use of equipment and utensils		
Entry requirements:	There are no formal qualification entry requirements. • Students will be expected to complete service shifts. • Ability to work in an industry environment and handle industry standard equipment. • Compliance of Code of Conduct requirements of Maroochydore State High School. • Compliance with any directions on work, health and safety matters.		
Qualification Packaging Rules:	Certificate II Total units = 12 (6 core units + 6 elective units). Certificate III – Additional (3 core units + 5 elective units)		
Competencies - Core and Electives:	Successful completion of SIT20322 Certificate II in Hospitality Food & Beverage pathway may contribute a possible four (4/8) credits (dependent on VET courses undertaken) towards achieving the Queensland Certificate of Education. **Semester 1** SITHIND006 Source and use information on the hospitality industry SITXWHS005 Participate in safe work practices SITHFAB021 Provide responsible service of alcohol SITFFXA005 Use hygienic practices for food safety SITHFAB027 Serve food and beverages (Restaurant Course) **Semester 2** SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITXCCS011 Interact with customers BSBTWK201 Work effectively with others **Term 1 – Year 12** SITXCOM007 Show social & cultural sensitivity SITHFAB023 Operate a bar (Bar Course) SITHFAB022 Clean and tidy bar areas (Bar Course) SITHGAM022 Provide responsible gambling service (Bar Course) SITHIND007 Use hospitality skills effectively (School/on the job training – 12 service shifts) SIT30616 Certificate III in Hospitality (may contribute an additional 4 credits towards QCE) **Term 2/3 - Year 12** SITXCCS014 Provide service to customers SITXHRM007 Coach others in job skills SITHIND008 Work effectively in hospitality service (additional 24 service shifts) BSBCMM211 Apply communication skills SITHCCC024 Prepare and present simple dishes SITXFSA006 Participate in safe food handling practices		
Learning experiences:	• RTO classroom • Activities in simulated training work environments. **Practical/Function work is a vital aspect of this course; therefore, students are expected to be able to operate on a 'flexible' timetable** • Face to face in a commercial work site		
Assessment:	Maroochydore State High School (30397) will conduct training & assessment on behalf of SmartSkill. Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor		
Pathways:	Study of Certificate II/III in Hospitality gives students an insight into the Hospitality industry and assists students in future studies or employment in the hospitality industry.		
Fees (Additional to SRS charges):	Fees apply for the necessary cooking ingredients, consumables + excursion/guest speakers This amount includes a Bar and Restaurant course. Students will need to invest in a black t-shirt, black pants and suitable shoes for restaurant, bar and function work.		

Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment. For further information on services, training and assessment refer to SmartSkill enrolment package.
Service agreement:	The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*

SIT20421 – Certificate II in Cookery

VET

(RTO: 0275) TAFE Queensland. Offline Course: Year 10/11/12

Subject type:	VET qualification	**Duration:**	11 months
Qualification description:	SIT20421 Certificate II in Cookery is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.		
Entry requirements:	There are no entry requirements for this qualification. Conducted on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Maroochydore SHS, local industry and organisations to train high quality students in the field of commercial cookery. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House). Commitment to completion of this Certificate II involves the completion of 12 service periods in the Trade Training Centre and/or workplace. The course will run on Wednesdays from 9-2:30pm (TBC).		
Qualification Packaging Rules:	Total units = 13 (8 core units + 5 elective units). The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification. Successful completion of the Certificate may contribute a possible four (4) credits (dependent on VET courses undertaken) towards achieving a Queensland Certificate of Education.		
Competencies Core and Electives:	SITXFSA006 Participate in safe food handling practices SITXWHS005 Participate in safe work practices SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock SITHCCC023 Use food preparation equipment SITHCCC034 Work effectively in a commercial kitchen SITHCCC024 Prepare and present simple dishes SITHCCC027 Prepare dishes using basic methods of cook SITHCCC025 Prepare and present sandwiches SITHCCC028 Prepare appetisers and salads SITHCCC026 Package prepared foodstuffs SITHCOM007 Show social and cultural sensitivity		
Learning experiences:	• RTO classroom • Activities in real/simulated training work environments • Face to face in a commercial kitchen – Coastal Cookery Trade Training Centre		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor		
Pathways:	This qualification provides a pathway to work in cookery in organisation such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institution such as aged care facilities and hospitals.		
Fees (Additional to SRS charges):	This VET course is VETiS funded. $140.00 approx. for chef uniform.		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding the Coastal Cookery Trade Training program, support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment. For further information on services, training and assessment refer to TAFE Queensland.		
Service agreement:	This is an 11 month course. The RTO guarantees that the student will be provided with every opportunity to complete the SIT20416 Certificate II in Kitchen Operations as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*		

FSK20119 - Certificate II in Skills for Work & Vocational Pathways

VET

(RTO: 30397) Offline Course: Year 11/12

Delivered by Maroochydore State High School (30397) staff.

Subject type:	VET Qualification	**Duration:**	12 months Year 11 & 12
Qualification description:	Certificate II in Skills for Work and Vocational Pathways.		
Entry requirements:	There are no entry requirements for this qualification.		
Qualification Packaging Rules:	Certificate packaging rules: 14 units must be completed: • 1 core unit • 13 elective units Successful completion of the certificate may contribute a possible four (4) credits towards achieving the Queensland Certificate of Education.		
Competencies - Core and Electives:	**Core** FSKLRG011 Use routine strategies for work related- learning **Electives** FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate routine metric measurements for work FSKNUM017 Use familiar and routine maps and plans for work FSKLRG010 Use routine strategies for career planning FSKWTG008 Complete routine workplace formatted texts FSKOCM005 Use oral communication skills for effective workplace presentations FSKRDG008 Read and respond to information in routine visual and graphic texts FSKRDG010 Read and respond to routine workplace information TLIF1001 Follow work health and safety procedures TLIP2032 Maintain petty cash account TLIK2003 Apply keyboard skills FSKRDG002 Read and respond to short and simple workplace signs and symbols FSKDIG002 Use digital technology for routine and simple workplace task		
Learning experiences:	• RTO classroom • Work experience or equivalent school provided work-related course		
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Observation with checklist • Written assessment/quiz/activities • Case studies • Project/portfolios • Role play • Log book		
Pathways:	This qualification provides a pathway into casual, part time and full time employment		
Fees (Additional to SRS charges):	A subject fee applies to cover consumable materials such as photocopied booklets		
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment.		
Service agreement:	For Year 10 students it is a 12 month course with the opportunity to extend over Year 11/12 depending on the individual student. The RTO guarantees that the student will be provided with every opportunity to complete the FSK20119 Certificate II in Skills for Work and Vocational Pathways as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*		

SIT20122 – Certificate II in Tourism
SIT30122 - Certificate III in Tourism

VET

(RTO: 5710) Smartskill Pty Ltd. Year 11/12

Subject type:	VET qualification	**Duration:**	2 years
Qualification description:	This dual Certificate package course is designed to develop knowledge and skills in geographical locations, itinerary and destination planning and evaluation and to explore the impact of tourism on local, state, national and international environments. The Certificate II in Tourism course needs to be completed before or in conjunction with Certificate III in Tourism course. The SIT30122 Certificate III course is designed to: • provide students with a broad understanding of tourism, both as an industry and an activity • develop the personal and interpersonal skills which underpin employment in the tourism industry		
Entry requirements:	There are no formal qualification entry requirements. Students need to: • Participate in all assessment. • Student laptop is a requirement for this course. • Compliance of Code of Conduct requirements of Maroochydore State High School/Smartskill. • Attend all industry excursions.		
Qualification Packaging Rules:	SIT20122 Certificate II in Tourism core units and 7 electives units Successful completion of all three terms contributes SIT20122 Certificate II in Tourism– a possible four (4) credits (depending on VET courses undertaken) towards achieving the Queensland Certificate of Education. At the successful completion of SIT20116 Certificate II in Tourism students upgrade to SIT30122 Certificate III in Tourism. SIT30122 Certificate III in Tourism 4 core units and 11 electives unit Successful completion of all four semesters contributes SIT30122 Certificate III in Tourism – a possible additional four (4) credits towards achieving the Queensland Certificate of Education. If students complete both the Certificate II and Certificate III in Tourism, a possible maximum credit of eight (8) will go towards achieving the Queensland Certificate of Education		
Competencies - Core and Electives:	**Cert II Tourism** SITTIND003 Source and use information on the Tourism and travel industry SITXCCS009 Provide customer information and assistance SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXFSA005 Use hygienic practices for food safety SITHFAB021 Provide responsible service of alcohol SITHFAB022 Clean and tidy bar areas SITTTVL001 Access and interpret product information SITXCOM008 Provide a briefing or scripted commentary SITXCCS010 Provide visitor information **Cert III Tourism** SITXCCS014 Provide service to customers SITTTVL003 Provide advice on Australian Destination SITTTVL004 Sell tourism products or services SITTTVL005 Prepare customer quotations SITHFAB031 Provide advice on beers, spirits and liqueurs SITHFAB037 Provide advice on food and beverage matching SITHGAM022 Provide responsible gambling services SITXCOM006 Source and present information		
Learning experiences:	• Practical tasks (Travel Expo & Food & Beverage Festival, & Bar Course) • Group work • Activities in simulated training work environments • Excursions – students are required to attend to meet industry hours requirements		
Assessment:	Maroochydore State High School will conduct training & assessment on behalf of Smartskill. Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Demonstration of skills from Industry supervisor.		
Pathways:	This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Tourism/Hospitality industry. Careers offerings could include tour guide, travel consultant, theme park attendant, visitor information centre manager.		

Fees:	**Certificate II:** A subject fee applies to cover consumable materials and equipment, guest speaker costs, excursions to local Sunshine Coast tourism enterprises. RSA (one day), four-day Bar Course (a black tailored shirt and pants required for bar course). VETiS funding may apply to this course (dependent on combination of Hospitality/Tourism subjects) **Certificate III:** A subject fee applies to cover consumable materials and equipment, guest speaker costs, excursion to tourism enterprises, a one-day excursion to Brisbane tourism/business ventures. Food and Beverage Festival.
Further information:	Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment. For further information on services, training and assessment refer to SmartSkill enrolment package.
Service agreement:	This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the dual package as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. *This information is correct at time of publication but subject to change (June 2026).*