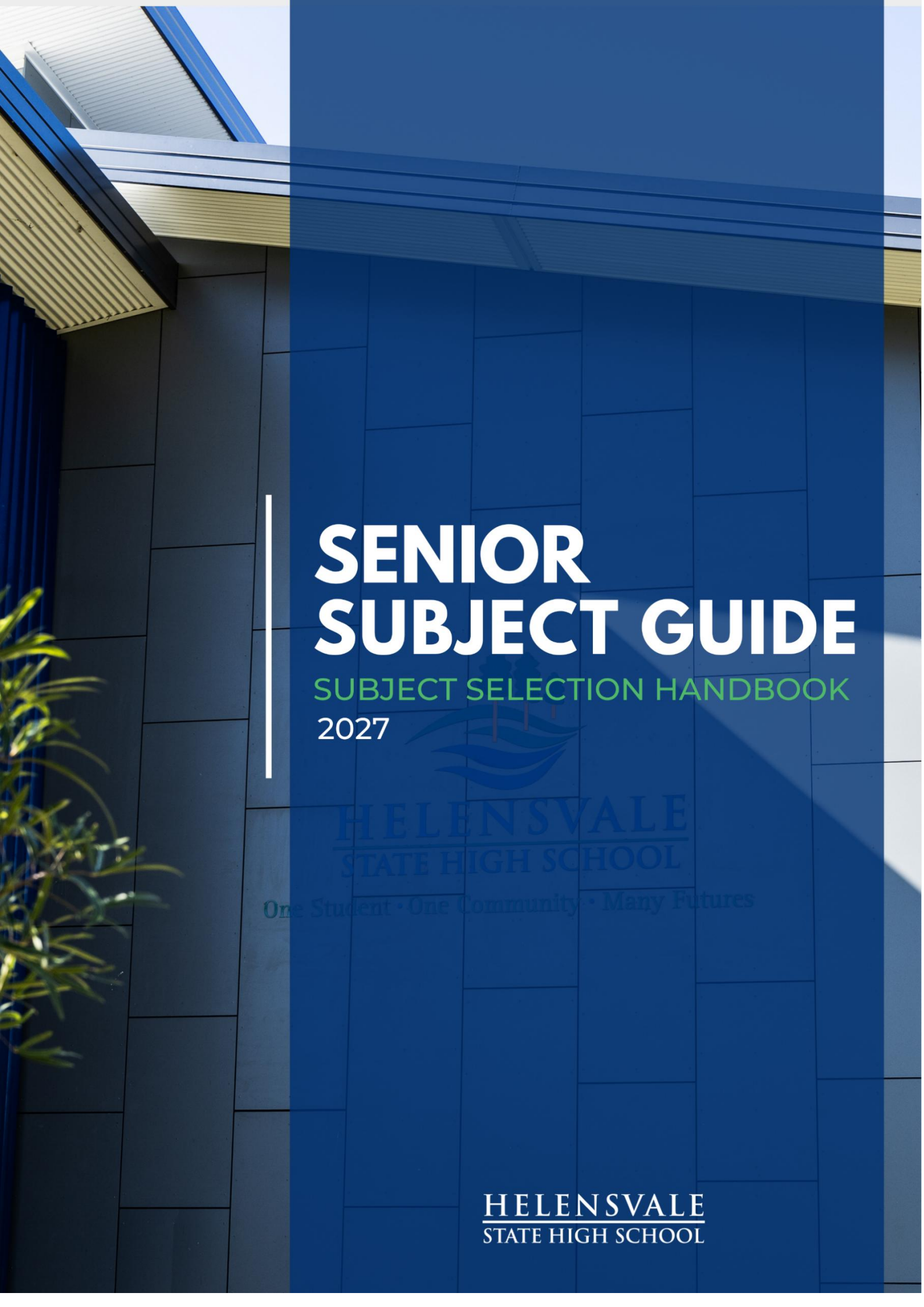

SENIOR SUBJECT GUIDE

SUBJECT SELECTION HANDBOOK

2027

HELENSVALE
STATE HIGH SCHOOL

Introduction

Welcome to the Senior Subject Handbook for Helensvale State High School. This guide supports students and parents/carers to make informed decisions about subject selection as part of our three-year senior pathway.

At Helensvale State High School, senior pathway planning begins in Year 10. This gives students time to explore their strengths, interests and future goals before moving into Years 11 and 12. Our Year 10 curriculum is designed to build the knowledge, understanding and skills students need to make informed choices and prepare for success in senior subjects.

Senior subject selection is an important part of planning each student's future pathway. The subjects and courses outlined in this guide support a range of goals, including university entry, vocational education and training, apprenticeships, traineeships and employment.

Students and parents/carers should use this guide alongside current achievement data, subject prerequisites, career goals and advice from school staff. Further information about QCAA subjects can be accessed through the QCAA website.

Final subject offerings will depend on student demand, staffing, timetable structures, school resources and available course providers.

Our Three-Year Senior Pathway

Helensvale State High School's three-year senior pathway supports students to make planned, informed and realistic decisions across Year 10, Year 11 and Year 12.

Year 10 is the first year of this pathway. Students begin exploring possible senior subjects, pathway options and future goals. They also build the learning habits, subject knowledge and assessment skills needed for success in senior schooling.

Years 11 and 12 allow students to continue their chosen pathway through QCAA subjects, VET qualifications, school-based apprenticeships or traineeships, and other recognised learning options that may contribute to the Queensland Certificate of Education.

How to Use This Guide

This guide is designed to help students and parents/carers make informed subject choices as part of Helensvale State High School's three-year senior pathway.

Students should use this guide to understand the subjects and courses available, what each subject involves, how students are assessed, and where different subjects may lead beyond school.

When choosing subjects, students should consider:

- their current achievement and effort
- subject prerequisites and entry requirements
- their strengths and interests
- their attendance and learning habits
- their future goals, including university, TAFE, apprenticeships, traineeships or employment
- advice from teachers, Heads of Department, guidance officers and senior schooling staff

Subject selection should be realistic. Students are more likely to stay engaged and succeed when they choose subjects that match their strengths, results and future pathway.

Parents/carers are encouraged to read this guide with their child and discuss possible pathways before SET Plan interviews and final subject selections.

Subject Prerequisites and Entry Requirements

The table below outlines the recommended entry requirements for each course. Students should use this information alongside their current achievement, effort, attendance, learning habits and future goals.

Meeting a prerequisite does not guarantee placement in a subject. Final subject placement will depend on student demand, timetable structures, staffing, class sizes and course provider availability. Students who do not meet the recommended prerequisite may still discuss their pathway with school staff during the SET Plan process.

General Subject Prerequisites

Faculty	Subject	Prerequisites
English	General English	B in ENG
English	Literature	B in ENG
Mathematics	General Mathematics	B in MAT
Mathematics	Mathematical Methods	B in MAT
Mathematics	Specialist Mathematics	B in MAT
Humanities	Modern History	B in HIS or B in ENG
Humanities	Geography	B in ENG or B in GEO
Humanities	Business	B in ENG
Humanities	Legal Studies	B in ENG
Humanities	Accounting	B in ENG and MAT
Humanities	Japanese	B in JPN
Science	Biology	B in SCI and B in MAT
Science	Chemistry	B in SCI and B in MAT
Science	Physics	B in SCI and B in MAT
Science	Marine Science	B in SCI and B in MAT
Science	Psychology	B in SCI, B in MAT and B in ENG
Design	Engineering	B in MAT
Design	Design	B in ENG
Design	Food and Nutrition	B in ENG
Technologies	Digital Solutions	B in MAT and B in ENG
The Arts	Film, Television and New Media	B in ENG
The Arts	Music	B in ENG
The Arts	Drama	B in ENG
The Arts	Visual Art	B in ENG
Health and Physical Education	Physical Education	B in ENG and B in HPE
Health and Physical Education	Health	B in ENG

Applied subject prerequisites

Entry requirement	Subjects
C in English	Essential English; Aquatic Practices; Drama in Practice; Music in Practice; Media Arts in Practice; Visual Arts in Practice; Dance in Practice; Sport and Recreation; Tourism; Hospitality Practices; Building and Construction Skills; Early Childhood Studies; Furnishing Skills
C in Mathematics	Essential Mathematics

Certificate and VET prerequisites

Entry requirement	Subjects
C in English	Certificate IV in Crime and Justice Studies; Certificate I in Horticulture; Certificate II in Horticulture; Certificate II Sport and Recreation / Certificate III Fitness; Certificate III in Screen and Media; Certificate III in Visual Arts; Certificate II in Cookery; Certificate II Engineering Pathways; AFL Academy Certificate II / III in Sports Coaching; Football Academy Certificate II / III in Sports Coaching; Netball Academy Certificate II / III in Sports Coaching
C in English and Mathematics	Diploma of Business; Certificate III in Business
C in English plus audition or previous academy	Certificate III in Dance

Choosing Subjects for Your Senior Pathway

Senior schooling is an important stage in preparing for future learning, training and work. Subject selections should support each student's interests, strengths, abilities, current results and future goals.

Students should choose subjects they are suited to, interested in and likely to pass. The right subject pattern should keep students engaged, successful and eligible for their next step beyond school.

A subject may sound interesting, but it still needs to be a good fit. Students should consider the level of reading, writing, practical work, independent study, homework, assessment and external exam preparation required.

Many Futures: Pathway Options

Students do not all need the same pathway. The best pathway is the one that links to the student's strengths, interests, results, attendance, goals and readiness.

A strong senior pathway may lead to university, TAFE, an apprenticeship, a traineeship, employment, further training, or a combination of these. The goal is not to force every student into the same pathway. The goal is to make each pathway clear, realistic and achievable.

Senior Education and Training (SET) Planning

Senior Education and Training (SET) planning supports students to make informed decisions about their future education, training and employment.

During the SET planning process, students and parents/carers meet with a key staff member to discuss current achievement, subject options, prerequisites, pathway goals and any supports needed for success in senior schooling.

The SET Plan is not just a subject selection form. It is a pathway planning conversation. Students should come prepared to talk about their strengths, interests, possible careers, preferred pathway and the subjects or courses that best support their next step.

Year 10 Curriculum

The Year 10 curriculum provides a link between junior secondary and senior secondary schooling. Students are introduced to senior-style content, skills and assessment techniques to support a successful transition into Years 11 and 12.

Year 10 subjects help students test their readiness for senior subjects. Achievement, effort, attendance and learning habits in Year 10 are important indicators when selecting subjects for Years 11 and 12.

Year 11 and 12 Curriculum

After completing Year 10, students enter a range of learning options that may contribute to the Queensland Certificate of Education. These may include General subjects, Applied subjects, Applied Essential subjects, VET qualifications, school-based apprenticeships or traineeships, and other recognised courses.

The right program will look different for each student. Some students will follow an ATAR pathway for university entry. Others will follow a flexible pathway that may include VET, TAFE, apprenticeships, traineeships, employment or further training.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification. Students may be eligible for a QCE at the end of Year 12 if they meet the required learning, literacy and numeracy requirements.

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while also meeting literacy and numeracy requirements. QCE credits may come from QCAA subjects, VET qualifications and other recognised learning options.

Students who do not meet the QCE requirements by the end of Year 12 can continue working towards the certificate after leaving school.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is used for tertiary entrance. The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating ATARs.

ATAR eligibility is based on a student's best five scaled General subject results or a combination of four General subject results plus one Applied subject result or a Certificate III or higher VET qualification.

To be eligible for an ATAR, students must satisfactorily complete a QCAA English subject. The English result does not have to be included in the ATAR calculation, but students must meet the English requirement. General English is also a prerequisite for many university courses, so students should choose their English subject carefully.

Vocational Education and Training (VET)

Vocational Education and Training (VET) gives students the opportunity to complete nationally recognised qualifications as part of their senior pathway.

VET options may include certificate courses delivered at school, through an external registered training organisation, through TAFE Queensland, or as part of a school-based apprenticeship or traineeship.

VET courses focus on practical skills and industry knowledge. They may support pathways into employment, apprenticeships, traineeships, TAFE, further training or university, depending on the course and the student's goals.

Some VET courses may be government funded. Others may be fee-for-service. Course availability, costs, delivery mode and eligibility requirements will vary.

ATAR and Flexible Pathways

Senior students at Helensvale State High School are supported to plan for one of two broad pathway options: an ATAR pathway or a Flexible pathway.

ATAR	FLEXIBLE
6 General Subjects **OR** **5 General Subjects** **PLUS** **1 Applied Subject OR** **1 Certificate / Diploma course**	**A maximum of 3 General subjects** **PLUS** **At least 1 Certificate III, IV or Diploma course (min cert III)** **PLUS** **Applied subjects**
Commitment: ✓ 10-15 hours of scheduled study per week minimum ✓ Meeting prerequisites in all subjects ✓ Enrolled in VET Qualification ✓ Attending timetabled classes and accessing QLearn for all approved off campus days ✓ Engaged in Academic Mentoring ✓ Attending subject tutorials when offered ✓ Capacity and commitment to prepare for 5-6 external assessments ✓ Completion of QCAA Academic Integrity modules	**Commitment:** ✓ 5-10 hours of scheduled study per week minimum ✓ Meeting prerequisites in all subjects ✓ Enrolled in VET Qualification ✓ Attending timetabled classes and accessing QLearn for all approved off campus days ✓ Engaged in Academic Mentoring ✓ Attending subject tutorials when offered ✓ Capacity and commitment to prepare for 1-3 external assessments ✓ Completion of QCAA Academic Integrity modules

Subject Types

Students and parents/carers should understand the different types of subjects and courses available before making selections.

Subject or course type	What this means
General subjects	Usually suited to students interested in university pathways. General subjects may contribute to ATAR calculations.
Applied subjects	Usually suited to students interested in practical learning, VET, work, TAFE, apprenticeships or traineeships. One Applied subject may contribute to an ATAR calculation when combined with four General subjects.
Applied Essential subjects	Essential English and Essential Mathematics support literacy and numeracy development and may contribute to QCE eligibility.
VET certificates	Nationally recognised qualifications that may contribute QCE credits and support employment, TAFE, apprenticeships, traineeships or further training.

Assessment in Senior Subjects

Senior subjects are usually organised into four units. Units 1 and 2 provide foundational learning and help students build the skills needed for success in senior schooling. Units 3 and 4 are paired and are used to determine final subject results.

In General subjects, students complete school-based internal assessments and an external assessment set by the QCAA. In most General subjects, the external assessment contributes 25% of the overall subject result. In Mathematics and Science subjects, external assessment usually contributes 50%.

Applied subjects use school-based assessment and do not have external assessment. VET qualifications use competency-based assessment, which means students must demonstrate the required skills and knowledge for each unit of competency.

Students should consider the assessment demands of each subject before making selections. Some subjects involve more exams. Others involve projects, practical work, folios, performances, investigations or extended written responses.

Subject Availability and Changes

Final subject offerings will depend on student demand, staffing, timetable structures, school resources and available course providers. While the school aims to offer a broad range of subject choices, not all subjects or courses will run each year.

Some Subjects and VET courses may have prerequisites, entry requirements, costs, equipment requirements, off-campus attendance requirements or limited places. Students and parents/carers should read subject information carefully before making selections.

Subject changes after selections have been finalised may not always be possible. Changes depend on timetable availability, class sizes, prerequisites, pathway suitability and the student's progress.

Subject Offerings

English

Applied
- Essential English

General
- English
- Literature

Health and Physical Education

Applied
- Aquatic Practices
- Sport & Recreation

General
- Health
- Physical Education

Certificate
- Cert II/Cert III Sports Coaching (Academy)
- Cert II Sport & Rec/ Cert III Fitness

Humanities and Business

Applied
- Tourism

General
- Accounting
- Business
- Geography
- Japanese
- Legal Studies
- Modern History

Certificate/Diploma
- Business Diploma
- Cert III Business
- Cert IV Crime & Justice

Digital Technologies

General
- Digital Solutions

Certificate
- Screen and Media/Certificate III in Screen and Media

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Sciences

General
- Biology
- Chemistry
- Marine Science
- Physics
- Psychology

Certificate
- Cert I & II Horticulture

Design

General
- Design
- Engineering
- Food & Nutrition

Applied
- Building and Construction Skills
- Early Childhood Studies
- Engineering Skills
- Furnishing Skills
- Hospitality Practices

Certificate
- Certificate II Construction Pathways
- Certificate II Cookery
- Certificate II Engineering Pathways

The Arts

Applied

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

General

- Drama
- Film, Television & New Media
- Music
- Visual Art

Certificate

- Cert III Dance
- Certificate III Visual Art (Photography)

Essential English

Applied senior subject

Applied

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Novel Ideas: Drawing inspiration from Narratives	Lyricism: Using song to communicate the human experience	Representations of the Workforce in 2027	The Pitch: Creating change in the local community

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Imaginative response for a public audience (written)	Analytical response (written)	Short Course Literacy Booklet and Examination	Short Course Literacy Booklet and Multimodal (Spoken)

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

General English

General senior subject

General

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

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. The study of General English prepares students for post-school pathways that include tertiary studies, vocational education or the workforce.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Transformation Imaginative Responses to Literary Texts	**Amplifying Voices** Critical Responses to Literary Texts	**Context and Concepts** Conversations about Concepts in Texts	**Representation Matters** Conversations about Issues in Our World

Assessment

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

Unit 1	Unit 2	Unit 3	Unit 4
Imaginative response for a public audience 600-800 words	Written analytical examination Short-response Up to 90 minutes plus 10 minutes planning 300 words per short-response question	Written analytical 600-800 words	Persuasive spoken multimodal 3-5 minutes

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Literature

General senior subject

General

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Exploring Literature and Creative Composition	• Exploring the Dynamic Nature of Literary Interpretation	• Exploring the Aesthetic: Exploring how innovative texts make us think and feel	• Exploring Identity and Literature – Representing Self

Assessment

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

Unit 1	Unit 2	Unit 3	Unit 4
Imaginative response for a public audience Digital story or dramatic spoken	Analytical written examination Short-response Up to 90 minutes plus 10 minutes planning 300 words per short-response question	Editor's pitch Persuasive spoken Written analytical 600-800 words	Imaginative explorations Multimodal text (Student choice) 3-5 minutes

Year 11 & 12 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

Summative assessments

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

Aquatic Practices

Applied senior subject

Applied

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

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

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Water Safety and Fishing • Sustainable fishing practices • Rod building	**Boating and Navigation** Types of boats • Rules and regulations	**Recreational Marine Activities and Water-based Tourism** • Investigating sustainable tourism	**Marine Ecosystems** • Marine Biology • Aquatic ecosystems

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Practical project 600-800 words	Applied investigation 600-800 words	Practical project 600-800 words	Applied investigation 600-800 words

Year 11 & 12 Structure

Unit	Unit title
Unit 1	Aquatic ecosystems
Unit 2	Recreational and commercial fishing
Unit 3	Using the aquatic environment
Unit 4	Marine vessels

Assessment

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

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

Additional Costs

The Year 10 – 12 course will have excursions throughout the year that will be invoiced per term

Sport & Recreation

Applied senior subject

Applied

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

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

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

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

Pathways

A course of study in Sport & 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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Emerging Trends in sport, fitness and recreation • Global shifts in participation in sport, fitness and recreation **Sport** • Ultimate Frisbee and Youfo	**Community recreation** • investigate community recreation activities **Sport** • European Handball and Bucket Golf	**Marketing and communication in sport and recreation** • Investigate sports marketing and communication activities **Sport** • NFL Flag Football, Oz tag	**Event Management** • Tournament planning and organisation **Sport** • Table Tennis or Pickleball

Unit 1	Unit 2	Unit 3	Unit 4
Performance Multimodal presentation 4 minutes Evaluation written Up to 500 words	Project Investigation written Up to 500 words Multimodal 4 minutes Evaluation written Up to 500 words	Project Investigation written Up to 500 words Multimodal 4 minutes Evaluation written Up to 500 words	Performance Multimodal presentation 4 minutes Evaluation written Up to 500 words

Year 11 & 12 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	Unit title
Unit 1	Aquatic recreation
Unit 2	Challenge in the outdoors
Unit 3	Community recreation
Unit 4	Emerging trends in sport, fitness and recreation

Assessment

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

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

Technique	Description	Response requirements
		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

Health

General senior subject

General

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
National Health Priority Areas • Eight main health concerns facing Australia Use specific health frameworks to identify and analyse these problems: • River of Life Determinants of health	**Anxiety** • Define and understand what anxiety is Utilise the frameworks: • River of Life • Determinants of Health • REAIM	**Homelessness** • Define and understand what homelessness is Utilise the frameworks: • River of Life • Determinants of Health • Social Ecological Model	**Resilience – PERMA +** • Define and understand what resilience is • Practice strategies to develop resilience levels Utilise the frameworks: • River of life • Determinants of health • REAIM • PERMA+

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Action research report 600-800 words	Exam 90 mins	Action research report 800-1000 words	Exam 90 mins

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Physical Education

General senior subject

General

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making. Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

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.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Functional Anatomy • Structure and function of body system • Application to performance **Invasion Sport** • Touch football	**Energy Systems** • How the body provides energy for physical activity **Invasion Sport** • Netball or Basketball	**Fitness and Training** • How the body responds to specific exercise • Training program design **Invasion Sport** • Touch Football or Soccer	**Tactical Awareness** • How we learn skills • Understanding the importance movement strategies **Net and Court Sport** • Badminton or Volleyball

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Investigation 600-800-word report Physical performance Apply and demonstrate skill in game play	Exam 90 minutes Physical performance Apply and demonstrate skill in game play	Multimodal presentation 3-4 minutes Physical performance Apply and demonstrate skill in game play	Multimodal presentation 3-4 minutes Physical performance Apply and demonstrate skill in game play

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Cert II & III Sports Coaching (Sports Academy)

Certificate

Cert

This subject is designed to allow students to continue their participation in our AFL, Football and Netball Sport Academy programs throughout Years 10, 11 and 12. Students will further develop their skills, knowledge and performance in their chosen sport while completing a Certificate II and/or Certificate III in Sport Coaching. The course combines practical sport participation with coaching, leadership and athlete development, providing students with valuable industry skills and experience.

Pathways

Students can continue pursuing the sport they are passionate about while gaining QCE credit points and nationally recognised qualifications that support pathways into coaching, sport development, education, fitness and the broader sport and recreation industry.

Structure

UNITS			
BSBOPS403	Apply business risk management process	SISSPAR008	Maintain personal wellbeing as an athlete
HLTAID011	Provide First Aid	SISSPAR009	Participate in conditioning for sport
HLTWHS001	Participate in workplace health and safety	SISSSCO012	Coach sport participants up to an intermediate level
SISSSCO002	Work in a community coaching role	SISSSCO015	Prepare participants for sport competition
SISSSCO003	Meet participant coaching needs	SISSSCO016	Coach participants in sport competition
SISSSCO005	Continuously improve coaching skills and knowledge	SISSSPT001	Implement sport injury prevention and management strategies
SISXEMR003	Respond to emergency situations	SISXEMR001	Respond to emergency situations

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Disclaimer

Late enrolment may limit the possibility of achieving Certificate III in Sports Coaching due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

Levy - $600

Cert II Sport & Rec/Cert III Fitness

Certificate

Cert

This certification provides senior students with an employment and career entry pathway to sport, fitness and recreation industries. Learning will take place in a range of settings, including the classroom (theory) and outdoors (practical). Training also includes work experience as a Recreation or Activity Assistant. This involves working alongside teachers and coaches to assist in preparing and conducting Sport & Recreation sessions, programs and events to community members.

This course will be delivered through a partnership between Helensvale SHS and Binnacle Training #31319. 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 training product requirements will be provided with a certification and record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

Structure

UNITS OF COMPETENCY			
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 (SISXEMR003)	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*		
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)			

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Disclaimer

Late enrolment may limit the possibility of achieving Certificate III in Fitness due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

Levy – VETiS: $320.00, Non-VETiS: $715.00

Tourism

Applied senior subject

Applied

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

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

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Tourism • overview of the tourism industry and its sectors • reasons people travel and types of tourism • basic customer service and communication in tourism contexts	**Tourism Trends & Patterns** • current tourism trends and travel patterns • factors that influence tourism demand • impacts of tourism and sustainable practices	**Travel Itineraries** • planning itineraries for different travellers • budgeting, scheduling and researching options • presenting travel plans clearly and logically	**Tourism Destinations** • features of successful tourism destinations • comparing local, national and international destinations • destination appeal, marketing and visitor expectations

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Examination 70 mins	Project Multimodal up to 3 minutes Evaluation written 300-400 words	Investigation Portfolio of work Up to 800 words	Project Information package multimodal 2-3 mins Evaluation 300-400 words

Year 11 & 12 Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent

Accounting

General senior subject

General

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Accounting • Synthesise transaction analysis and double entry principles and accounting process • Record transactions in the general journal, general ledger and prepare a trial balance	**Financial Reports & Ratio Analysis** • Prepare financial statements including Income Statement and Balance Sheet • Synthesise accounting principles and processes to calculate financial ratios • Create responses that analyse and evaluate financial data and information for business owners	**Modern Accounting & GST** • Synthesise transactions to record and process accounts for a sole trader trading GST business • GST and credit transactions are introduced for inventories, accounts receivable and accounts payable	**MYOB** • Use computerized accounting package MYOB to record transactions, prepare financial statements and prepare a bank reconciliation statement

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Exam 70 minutes	Project Performance analysis 800-1000 words	Exam 70 minutes	Exam 2 x 70-minute lessons

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Business

General senior subject

General

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

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

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Overview of characteristics of businesses • How to identify business opportunities and develop a business idea	• Introduction to marketing • Target markets and consumer behaviour • Developing marketing strategies	• Economic performance and living standards • Analysing economic performance indicators • Consumer and financial decision marking	• Explore the difference between profit-driven businesses, charities and social enterprises • Identify local, national and global social issues affecting communities • Develop a social enterprise

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Portfolio 800-1000 words	Feasibility report 800-1000 words	Exam 70 minutes	Multimodal presentation 3 minutes

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Geography

General senior subject

General

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

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

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

Pathways

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

Year 10 Structure

Unit 1 – Semester 1	Unit 2- Semester 2
Unit 1: Environmental Change and Management This unit teaches students about how the environment supports life and provides important resources. They learn about the causes and effects of environmental changes caused by both humans and nature. Students also explore ways to manage these changes and complete fieldwork to investigate an environmental issue in their local area.	**Unit 2:** Geographies of Human Wellbeing Students learn about differences in people's quality of life around the world, in Australia, and in local communities. They study how social, economic, political, and environmental factors affect wellbeing. They also look at ways to measure development, understand why some places have more advantages than others, and explore ideas to improve people's lives

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Analytical exam Response to stimulus	Field investigation report	Short and extended response to data test	Investigative data report

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Japanese

General senior subject

General

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

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

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.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
My Family, My Future: talking about families and future aspirations.	**Community Life:** organising and planning social events with friends.	**Advertising in Action:** exploring the power of persuasive texts.	**Leisure and Recreation:** exploring popular culture in Australia and Japan.

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Multimodal presentation Short response exam	Extended response exam Short response exam	Multimodal presentation Short response exam	Extended response exam Short response exam

Year 11 & 12 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** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 — **My present; my future** • The present • Future choices

Assessment

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

Summative assessments

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

Legal Studies

General senior subject

General

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Law • Introduction to Legal System • The purpose of laws within society • Concept of law and sources of law, the process of law making • Effective laws • Differences between rules and laws • Onus of proof and standard of proof • Court hierarchy, the role of the courts • The process of changing the law	**Introduction into Criminal Law** • What is criminal law? • Trial by judge & jury • Court rules of evidence • Criminal offences & consequences • Elements of a crime • Aims of punishment & sentencing • Current law reform issues	**Criminal Law and You** • Criminal offences & consequences • Rights & protections • Police powers and responsibilities • Current & law reform issues • Drug Laws • Youth Justice	**Tort Law** • What is civil law? • Contract law • Negligence law • Nuisance • Defamation • Current legal situations

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Combination exam Short and extended response Legal foundations	Extended response to stimulus Criminal law	Inquiry report Criminal law	Analytical essay

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Modern History

General senior subject

General

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
World War 2 Students investigate the causes, course and consequences of World War II, examining key events, perspectives, and the impact of the conflict on Australia and the wider world.	**Building Modern Australia - The migration of people and concepts** Students explore post-World War II migration to Australia, analysing push and pull factors, migrant experiences, and the development of a culturally diverse and multicultural society.	**Globalising World** Students examine the process of globalisation, including economic, political and cultural interconnectedness, and evaluate its impact on societies, technology, and everyday life in the modern world.	**Building Australia - Human Rights** Students investigate the development of human rights since 1945, including the United Nations, civil rights movements, Indigenous rights, and ongoing global challenges for equality and justice.

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Research booklet and essay	Essay Extended response using seen and unseen sources Under exam conditions	Source Investigation. Evaluating and comparing perspectives.	Examination essay. Extended response, seen and unseen sources.

Year 11 & 12 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Age of Imperialism, 1848– • Russian Revolution, 1905–1920s	**Movements in the Modern World** • Australian Indigenous rights movement since 1967 • Womans's Rights Movement since 1873	**National experiences in the Modern World** • Germany,1914–1945 • China 1931 - 1976	**International experiences in the Modern World** • Cold War 1945 - 1991

Assessment

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

Summative assessments

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

Business Diploma

Diploma

Diploma

Diploma of Business is a competency-based subject which includes the completion of 12 units. This is an excellent course for any students who wishes to pursue further tertiary study in business, is interested in seeking employment in business environment or who wishes to use the diploma as an alternative route to university. It also allows articulation directly into many bachelor degrees.

After achieving this certificate, students may lead onto a Bachelor of Business.

Structure

Units
Manage Personal and Professional Development
Manage meetings
Identify and Evaluate Marketing Opportunities
Facilitate continuous improvement
Make presentations
Manage budgets and financial plans
Develop critical thinking in others
Undertake project work

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certificate course is continuous, and units of competency have been clustered into groups and assessed in this way. Assessment includes observation, portfolios, questioning and feedback from workplace supervisor and completion of workbooks.

Service Agreement

This course will run over 7 terms. 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 training product requirements with a certificate and record of results. Students who achieve at least one unit of the competency (but not the full certificate) will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

Disclaimer

Late enrolment may limit the possibility of achieving the Diploma of Business due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

Levy

$2799, indicative only. Payment plans are available. Fees are paid directly to Prestige Service Training.

Cert III Business

Certificate

Cert

This certificate is a competency-based subject which reflects the role of individuals in a variety of Business Services job roles. Students complete routine procedural, clerical, administrative or operational tasks that require technology and business competence skills. This course is for students who wish to pursue employment in the business world and pursue further tertiary studies in business.

A range of teaching and learning strategies will be used to deliver the competencies. These include - teacher directed delivery of content, application of class activities and industry simulations. After achieving this certificate course, students may enrol to study business at a tertiary level.

Structure

Core Units
Apply critical thinking skills in a team environment
Support personal wellbeing in the workplace
Participate in sustainable work practices
Use inclusive work practices
Assist with maintaining workplace safety
Engage in workplace communication
Selected Units
Deliver and monitor a service to customers
Process customer complaints
Organise personal work priorities
Develop self-awareness
Design and produce business documents
Design and produce spreadsheets
Advise on products and services

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certificate is continuous, and units of competency have been clustered into groups and assessed in this way. Assessment includes observation, portfolios, questioning and feedback from workplace supervisor and completion of workbooks.

Service Agreement

This course will run over 5 terms. 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 training product requirements will be provided with a certificate and record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

Disclaimer

Late enrolment may limit the possibility of achieving the Certificate III in Business due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

Levy

$675 - indicative only. Payment plans are available. Fees are paid directly to Prestige Service Training.

Cert IV Crime & Justice

Certificate

Cert

Certificate IV in Crime and Justice is an accredited course. The Certificate is designed by justice professionals for the people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV in Crime and Justice is designed to:

- Provide students with a broad understanding of the justice system
- Develop the personal skills and knowledge which underpin employment in the justice system.

Content is delivered in a classroom environment through Certificate IV Crime and Justice classes. Course content provided by the trainer, assessor and delivered by the classroom teacher. This can be in the format of online readings and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals.

Structure

Units
Provide information and referral advice on justice-related issues
Prepare documentation for court proceedings
Analyse social justice issues
Analyse and present research information
Apply Communication Strategies in the Workplace
Apply Understanding of the Australian Legal System
Lead team effectiveness
Promote the values and ethos of public service
Provide information and referral advice on justice related issues
Uphold and support the values and principles of public service

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 reports, On-line quizzes, Observation of skills oral and written questions.

Service Agreement

This course will run over 5 terms. 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 training product requirements will be provided with a certification and record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

Disclaimer

Late enrolment may limit the possibility of achieving the Certificate IV in Crime and Justice due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

Technology required: access to the internet & laptop

Cost

$725 - payment plans are available. Fees are paid directly to Prestige Service Training.

Digital Solutions

General senior subject

General

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

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.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Programming fundamentals C# Database design and development	Developing solutions that integrate data and software concurrently

Assessment

Unit 1 & 2	Unit 3 & 4
Project design and development	Project portfolio

Year 11 & 12 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).

Summative assessments

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 — combination response	25%

Screen and Media (leading into Cert III Screen & media)

Certificate

Cert

Bring your creativity to life in the Certificate III in Screen and Media. This engaging, hands-on course introduces students to a wide range of digital media skills across graphic design, animation, video production and 3D modelling. Students explore the creative design process, develop visual communication techniques and learn how to produce high-quality digital content using industry-standard software. Through practical projects, learners build skills in image editing, visual design, sound and video production, gaining experience in how media products are planned, created and refined.

Working in a simulated industry environment, students take on real-world style briefs that mirror current media and entertainment practices. They learn how to collaborate effectively, manage projects and respond to feedback while applying creative problem-solving and critical thinking skills. A strong focus is placed on developing professional work habits, including meeting deadlines, working safely and communicating ideas clearly within a team. This course provides a solid foundation in creative media production and helps students build confidence as emerging digital creators.

Pathways

The Certificate III in Screen and Media provides a strong foundation for further study and entry-level opportunities within the creative industries. Students may continue their training through Certificate IV or Diploma qualifications in areas such as screen and media, graphic design, animation, film and television, or digital and interactive media.

This course also supports pathways into a range of creative roles and emerging industries, including content creation, social media production, game design and multimedia development. The skills gained—such as digital design, animation, video production and teamwork—are highly transferable and valued across many industries that rely on visual communication and digital technologies.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
• Visual Design • Photo Editing • Creative Thinking	• Animation • 3D Modelling • Video and Sound Editing

Assessment

Unit 1 & 2	Unit 3 & 4
Written evaluation which includes peer and self-reflection, research and planning	Project-based Tasks which involve written questions, research and practical work

Essential Mathematics

Applied senior subject

Applied

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

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Linear equations Graphing Statistics Data Probability	Pythagoras and Trigonometry	Short Course Numeracy	Short Course Numeracy

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Problem solving and modelling task	Examination	Short Course Numeracy Folio of work, project and examination	Included within Unit 3 and 4 assessment pattern

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Costs: A scientific calculator is available from the Uniform Shop for approximately $40.00.

General Mathematics

General senior subject

General

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

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

Pathways

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

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Linear equations Non-linear equations Graphing Simultaneous equations Algebraic expressions Probability Binomial and quadratic expressions Pythagoras and Trigonometry	Data presentation Geometric proofs Surface area and volume Simple and compound interest Sketching graphs Problem solving

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Examination	Examination	Problem solving and modelling task	Examination

Year 11 & 12 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).

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

Pathways

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

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Linear equations Graphing Inequalities Surds Quadratics Trigonometry Sine and cosine rules Probability Trig functions and periodicity Pythagoras Index notation Substitution Simultaneous equations Non-linear equations	Data presentation Surface area and volume Index laws-fractional powers Logs Sketching graphs Simple and compound interest Geometric proofs

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Technology free and technology active examinations	Technology free and technology active examinations	Problem solving and modelling task	Technology free and technology active examinations

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Specialist Mathematics

General senior subject

General

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

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

Pathways

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

Year 10 Structure

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

Unit 1 & 2	Unit 3 & 4
Linear equations Graphing Inequalities Surds Quadratics Trigonometry Sine and cosine rules Probability Trig functions and periodicity Pythagoras	Data presentation Surface area and volume Index laws-fractional powers Logs Sketching graphs Simple and compound interest Geometric proofs Index notation Substitution Simultaneous equations Non-linear equations

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Technology free and technology active examinations	Technology free and technology active examinations	Problem solving and modelling task	Technology free and technology active examinations

Year 11 & 12 Structure

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

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

Assessment

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

Summative assessments

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

Biology

General senior subject

General

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

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

Pathways

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.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
• Cell biology • Genetics and Evolution	• Inheritance • Infectious and non-infectious disease • Ecology

Assessment

Unit 1 & 2	Unit 3 & 4
• Data Test • Student Experiment	• Research Investigation • Examination

Year 11 & 12 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

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

Summative assessments

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

Chemistry

General senior subject

General

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

Pathways

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.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Topics Covered • Atomic Structure and the Periodic Table • Basic chemical nomenclature • Stoichiometry • Electron configurations	• Acid-base theory • Titrations • Organic Chemistry

Assessment

Unit 1 & 2	Unit 3 & 4
• Data Test • Student Experiment	• Research Investigation • Examination

Year 11 & 12 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

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

Summative assessments

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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Marine Science

General senior subject

General

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

Pathways

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.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
• Marine fish & mammal anatomy and adaptations • Marine ecosystems and biodiversity • Data analysis	• Water quality • Global warming & climate change • Ocean issues and resource management

Assessment

Unit 1 & 2	Unit 3 & 4
• Data Test • Student Experiment	• Research Investigation • Examination

Year 11 & 12 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

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

Summative assessments

<table>
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• Examination — combination response</td></tr>
</table>

Physics

General senior subject

General

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

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

Pathways

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

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
• Astrophysics • Vectors • Newtons Laws	• Linear motion • Energy • Electricity

Assessment

Unit 1 & 2	Unit 3 & 4
• Data Test • Student Experiment	• Research Investigation • Examination

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Psychology

General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
• Introduction to Psychology • Psychological Research and Statistics • The Role of the Brain	• Attention • Emotion • Motivation • Psychological Disorders and Treatments

Assessment

Unit 1 & 2	Unit 3 & 4
• Data Test • Student Experiment	• Research Investigation • Examination

Year 11 & 12 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

Summative assessments

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

Cert I & II Horticulture

Certificate

Cert

Horticulture is the art or science of growing and manipulating plants. Certificate II in Horticulture can lead to occupations in the Horticulture related areas of Nursery Work, Production Horticulture, Turf, Floriculture, Parks and Gardens, Landscaping, or Arboriculture. The course can further lead to certificate III, IV or Diploma courses in Horticulture at TAFE or other Registered Training Organisations.

This is a two-year course. Helensvale SHS 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** training product requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full certificate), will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

Year 10 Certificate I Structure

Core Units
AHSWHS102 Work Safely
AHCWRK102 Maintain the Workplace
Selected Units
AHCIRG102 Support Irrigation Work
AHCNSY102 Support Nursery Work
AHCPGD102 Support Gardening Work
AHCPHT102 Support Horticultural Production

Year 11 & 12 Certificate II Structure

Core Units	
AHCWHS202	Participate in Work Health and Safety Processes
AHCPCM204	Recognise Plants
AHCPGD207	Plant Trees and Shrubs
AHCPMG201	Treat Weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL203	Assist with soil or growing media sampling and testing
AHCMOM203	Operate basic machinery and equipment
AHCWRK211	Participate in Environmentally Sustainable Work Practices
Selected Units	
AHCWRK212	Work Effectively in the Industry
AHCWRK213	Participate in Workplace Communications
AHCPGD209	Prune Shrubs and Small Trees
AHCNSY207	Undertake Propagation Activities
AHCIRG219	Assist with low volume irrigation operations
AHCNSY206	Care for Nursery Plants
AHCNSY205	Pot up Plants

Assessment

Self-paced Workbook completion, Practical Tasks, Portfolio of Documents, Industry Placement
A course requirement includes three (3) full work placement days to be completed in a relevant horticultural sector.

NOTE: Additional units of competency may be completed according to seasonal variations, time constraints, facilities and resources.

Disclaimer

Late enrolment may limit the possibility of achieving Certificate II in Horticulture due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

Cost

nil

Design

General senior subject

General

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

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Design Learn research and sketching techniques Learn the design process Learn basic 3D modelling in Blender Design for a client	**Human Centred Design** Apply research and sketching techniques Apply the design process earn basic 2D & 3D modelling in Revit Design for stakeholders	**Sustainability Design** Sustainability strategies and techniques Apply the design process. Basic 2D & 3D modelling in AutoCAD	**Sustainability Design (cont.)** Learn sustainability strategies and techniques Design for stakeholders

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
HCD Project 1 • **Multimodal (400–600 words)**	**HCD Project 2** • **Multimodal (400–600 words)**	**Sustainability Project** • **Multimodal (400–600 words)**	**Exam** • **Multimodal (2-3 A3 pages)**

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

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

Unit 1	Unit 2	Unit 3	Unit 4
Examination	Folio + Prototype	Folio + Prototype	Examination

Engineering

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Simple Machines • Identify and use knowledge of simple machines to help calculate mechanical advantage. • History of Engineering • Recognise and describe ethical engineering practice.	**Drag Racer** • Apply understanding of engineering materials and rapid prototyping principles to produce a Drag Racer. • Engineering Problem Solving Process	**Hydraulic Arm** • Apply the Engineering Problem Solving Process to develop a hydraulic arm out of recycled cardboard • Engineering Problem Solving Process	**Society, Mechanics & Machine Control** • Robotics Helping People, • Emerging Needs • Automation vs Autonomy

Assessment

Year 11 & 12 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures 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).

Summative assessments

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%

Food & Nutrition

General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Essential Nutrients • Foundation of Food Science • Factors for assessing food • Food evaluation, quality control • Six food nutrients	**Proteins** • Design Process • Chemical and physical properties of proteins • Sensory Profiling and evaluation	**Adolescence** • Nutritional needs and appropriate food choices • Formulations of food products • Sensory profiling and evaluation	**Obesity** • Nutritional needs and appropriate food choices • Formulations of food products • Sensory profiling and evaluation

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Examination Part A – Knowledge (60 mins) Part B – Problem Solving (80 mins)	Food and Nutrition Solution (8 Weeks)	Food and Nutrition Solution (8 weeks)	Food and Nutrition Solution (7 weeks)

Year 11 & 12 Structure

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

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Building & Construction Skills

Applied senior subject

Applied

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

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

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigation - Pick a Trade (Construction) • Research career pathways • Interpret a career in construction **Cubby House Model** • Demonstrate construction skills and procedures • Interpret drawings and technical information • Adapt plans, skills and procedures	**Concrete Phone Stand** • Concrete ratios • Worksite safety	**Investigation** • Construction Site WHS • Research WHS for construction sites • Interpret policies and procedures **Wooden Carry-all** • Demonstrate construction skills and procedures • Interpret drawings and technical information • Adapt plans, skills and procedures	**Worksite Stool** • Demonstrate construction skills and procedures • Interpret drawings and technical information • Adapt plans, skills and procedures

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Investigation - Pick a Trade (Construction) 2x A4 pages (400–600 words)	**Project –** 4-6 slides	**Investigation - Construction Site WHS** 2x A4 pages (400–600 words)	**Project -** 4-6 slides

Year 11 & 12 Structure

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

Unit	Unit title
Unit 1	Site preparation and foundations
Unit 2	Framing and cladding
Unit 3	Construction in the domestic building industry
Unit 4	Construction in the commercial building industry

Assessment

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

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

Subject Levy

$150 per year

Early Childhood Studies

Applied senior subject

Applied

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Year 10 Course Structure

Term 1	Term 2	Term 3	Term 4
Overview of development of children Children's wellbeing (fine motor skills)	•Analysis of development milestones Healthy v Unhealthy Food and sleep patterns examined in Childcare Centres.	• Overview of the development of hand eye co-ordination and cognitive development in children. Children's wellbeing (tactile book of 5)	• First Aid in the Childcare industry. Demonstrate skills and understanding of 3-5 Year olds in a childcare centre.

Assessment

Term 1	Term 2	Term 3	Term 4
• Investigation & Project Planning and evaluation (Fine motor Skills) Play-based learning activity	• Investigation & Project Planning and evaluation (Food and Sleep) Play-based learning activity	• Investigation & Project Planning and evaluation assignment (tactile book of 5) Play-Based learning activity	• Course on First Aid in the Childcare Centre. Planning and demonstration of First Aid practices with baby dolls.

Year 11 & 12 Structure

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

Unit	Unit title
Unit 1	Children's development
Unit 2	Indoor and outdoor environments
Unit 3	Literacy and numerary
Unit 4	Play and creativity

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	**Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	**Play-based learning activity** Implementation of activity: up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Engineering Skills

Applied senior subject

Applied

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

Pathways

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

Year 10 Structure

Term 1	Term 2	Term 3	Term 4
Tool Carry All – Sheet Metal Workshop Safety Sheet Metal Handling Interpreting and Analysing Plans Measurement and Accuracy	Hacksaw fitting and machining measurement and accuracy cutting, drilling, shaping, finishing assembly and evaluation	Workshop Utility Pan – Fabrication and Assembly Interpreting and analysing plans Measurement and accuracy Sheet metal marking out, cutting and folding Mild steel handle fabrication Drilling, fastening and assembly	Nut Cracker Interpreting and Analysing Plans Measurement and Accuracy Metal Welding

Assessment

Term 1	Term 2	Term 3	Term 4
Project Multimodal 4-6 pages	Project Multimodal 4-6 pages	Project Multimodal 4-6 pages	Project Multimodal 4-6 pages

Year 11 &12 Structure

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

Unit option	Unit title
Unit option 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
Unit option E	Production in the transport engineering industry
Unit option F	Production in the manufacturing engineering industry

Assessment

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

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

Subject Levy

$150 per year

Furnishing Skills

Applied senior subject

Applied

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

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

Pathways

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

Year 10 Structure

Term 1	Term 2	Term 3	Term 4
Investigation - Pick a Trade (Furnishing) Research career pathways Interpret a career in furniture making Jewellery Box Demonstrate furnishing skills and procedures Interpret drawings and technical information Adapt plans, skills and procedures	Jewellery Box Demonstrate furnishing skills and procedures Interpret drawings and technical information Adapt plans, skills and procedures	Investigation - Factory/Industry WHS Research WHS in furniture making Interpret policies and procedures Shoe Rack Demonstrate furnishing skills and procedures Interpret drawings and technical information Adapt plans, skills and procedures	Shoe Rack Demonstrate furnishing skills and procedures Interpret drawings and technical information Adapt plans, skills and procedures

Assessment

Term 1	Term 2	Term 3	Term 4
Investigation - Pick a Trade (Furnishing) 2x A4 pages (400–600 words) Project – Jewellery Box & Logbook	Project – Jewellery Box & Logbook (cont.) 4-6 slides	Investigation - Factory/Industry WHS 2x A4 pages (400–600 words) Project - Shoe Rack & Logbook	Project - Shoe Rack & Logbook (cont.) 4-6 slides

Structure

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

Unit	Unit title
Unit 1	Furniture-making
Unit 2	Cabinet-making
Unit 3	Production in the domestic furniture industry
Unit 4	Production in the commercial furniture industry

Assessment

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

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

Subject Levy

$150 per year

Hospitality Practices

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Hospitality Foundations Overview of the hospitality industry Workplace health and safety (WHS) Food safety and hygiene practices Kitchen layout, equipment and terminology Basic preparation techniques, mise en place and knife skills Hospitality operations in practice	**Culinary Trends:** Communication in hospitality environments Current food trends Trialling and adaptation of recipes Sensory profiles	**Casual Dining** Table settings and service styles Communication in hospitality teams Service sequencing Planning and preparing a variety of dishes	**Casual Dining** Basic costing and budgeting Menu design Sustainable practices

Assessment

Term 1	Term 2	Term 3	Term 4
Investigation • Hospitality foundations, safety and hygiene	Practical demonstration • Current culinary trends	Project – Investigation • Students plan and prepare for a class hospitality menu	Project – Practical demonstration • Students produce, prepare and present

Year 11 & 12 Structure

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

Unit	Unit title
Unit 1	Bar and barista basics
Unit 2	In-house dining
Unit 3	Culinary trends
Unit 4	Casual dining

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** 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

Subject Levy

$150 per year

Industrial Technology Skills (Year 11 & 12 only)

Applied senior subject

Applied

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

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

Pathways

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

Year 11 & 12 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Domestic furniture	Welding and fabrication	Fitting and machining	Furniture making

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project		

Certificate II Construction Pathways

Certificate

Cert

Certificate II in Construction focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. Students will also complete a Certificate II in Construction and gain their construction industry white card. They will learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications. Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing). Students enrol in Blue Dog Training and begin certificate coursework at the start of Year 11, all Blue Dog training will be complete by the end of year 12.

Year 10 Structure

Term 1	Term 2	Term 3	Term 4
Cubby House Model • Timber stud structure • Timber frame components • Measurement and accuracy	**Concrete Phone Stand** • Concrete ratios • Worksite safety	**Wooden Carry-all** • Jointing Techniques • Interpreting and • Analysing Plans • Measurement and Accuracy	**Worksite Stool** • Jointing Techniques • Interpreting and • Analysing Plans • Measurement and Accuracy

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Presentation	Multimodal Presentation	Skills based training and assessment - Competency based	Skills based training and assessment - Competency based

Year 11 & 12 Structure

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors. Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

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

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

Core Units

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

Selected Units

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

Expenses

$120 levy for the year 10 component– covers the cost of all materials supplied for practice samples and projects.

The Certificate II component of this course is free if you are VETiS Eligible and have not used your funding elsewhere. A fee of $1200* applies to this course if you are not utilising VETiS.

Certificate II Cookery

Certificate

Cert

Certificate II in Cookery is a practical subject and requires students to have an interest in food preparation, commercial kitchen operations and working in a fast-paced kitchen environment. Due to the practical nature of the course and the use of commercial kitchen equipment, heat, sharp tools and food ingredients, students must be able to follow instructions, work safely, maintain hygiene standards and work effectively as part of a team.

Year 10 Cookery is an introductory back-of-house hospitality subject that focuses on practical kitchen skills, food preparation, safe work practices and the routines of a commercial kitchen environment. Students develop confidence in using kitchen equipment, following recipes, preparing, cooking and presenting food, and working efficiently as part of a team. The subject introduces students to the organisation and expectations of kitchen operations, including hygiene, safety, time management, teamwork, workflow and quality control. Through practical and theory-based learning experiences, students build the foundational skills and knowledge needed for further study and future pathways in cookery, kitchen operations and the broader hospitality industry.

Pathways

Commercial cookery, kitchen operations, hospitality, food service and chef apprenticeship pathways. This subject may support future careers as a chef, apprentice chef, cook, kitchen hand, catering assistant, café or restaurant worker, food preparation assistant, banquet or function staff member, and other roles within restaurants, cafés, hotels, clubs, resorts and catering businesses.

The subject is designed to build the foundation knowledge, skills and work habits needed for students considering a pathway into Certificate II in Cookery in the senior years. It has a practical kitchen and cookery focus and is distinct from Hospitality, which has a stronger front-of-house and service emphasis.

Year 10 Structure

Term 1	Term 2	Term 3	Term 4
Kitchen Foundations • WHS • Hygiene practices • Safe food handling practices • Professional cookery terminology • Mise en place and basic knife skills • Following standard recipe cards practical routines • Basic food preparation	**Food Preparation** • use food preparation equipment • working efficiently within a team • Recipe / food costing • Customer dietary requirements • Prepare, cook and present simple dishes	**Kitchen Operations** • time management and sequencing • practical production in response to an event brief • adapting recipes and responding to dietary needs • evaluating product quality and workflow • Prepare, cook and present menu items	**Restaurant Service** • planning for a small-scale event • Event run sheet • Food costing • Sustainable practices • Prepare cook and present menu items • workplace readiness and pathways into Cookery

Assessment

Term 1	Term 2	Term 3	Term 4
Project 1 • Workbook • Knowledge questions • Practical activities	**Project 1** • Workbook • Knowledge questions • Practical activities	**Project 2** • Workbook • Knowledge questions • Practical activities	**Project 2** • Plan, produce and present menu items in response to an event brief

Year 11 & 12 Structure

Core Units

SITHCCC023*	Use food preparation equipment
SITHCCC027*	Prepare dishes using basic methods of cookery
SITHCCC034*	Work effectively in a commercial kitchen
SITHKOP009*	Clean kitchen premises and equipment
SITXFSA0005	Use hygienic practices for food safety
SITXINV006*	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

Elective Units

SITHCCC024*	Prepare and present simple dishes
SITHCCC026*	Package prepared foodstuffs
SITHCCC028*	Prepare appetisers and salads
SITHCCC029*	Prepare stocks, sauces and soups
SITXCCS011	Interact with customers
SITXFSA006	Participate in safe food handling practices

Expenses

$120 levy – covers the cost of all food supplied for practice samples and projects.

Certificate II Engineering Pathways

Certificate

Cert

Certificate II in Engineering Pathways is a practical subject and requires students to have an interest in using their hands, tools and machinery within the metal fabrication industry. Due to the nature of the subject and the exposure to hand and power tools, machinery and various potentially harmful materials, students must be able to follow instructions.
Students who select this course should have a genuine interest in the engineering industry and an eagerness to complete practical fabrication and machining tasks. This qualification is designed to provide students with an introduction to a career in the broader engineering industry. Students enrol in Blue Dog Training and begin VET Work at the start of year 11, all Blue Dog training will be complete by the end of year 12.
Study in Engineering Skills prepares students for work or further study in a wide range of Vocational and Engineering related industries. Students will develop knowledge and skills in a range of practical areas and learn how to be a reliable and productive member of a team. Emphasis is placed on Workplace Health & Safety and introduction to trade related tasks and product manufacture.

Pathways

A course of study in Cert II Engineering can support pathways into apprenticeships, traineeships and entry-level roles in engineering and manufacturing industries. Potential pathways include boiler making, welding, fitting and machining, sheet metal work, metal fabrication, maintenance, diesel fitting, automotive trades, machining and broader engineering trade occupations.

The MEM20422 qualification introduces students to an engineering or related working environment. Students enrol in Blue Dog Training and begin certificate coursework at the start of Year 11, all Blue Dog training will be complete by the end of year 12.

Year 10 Course Structure

Term 1	Term 2	Term 3	Term 4
Tool Carry All – Sheet Metal Workshop Safety Sheet Metal Handling Interpreting and Analysing Plans Measurement and Accuracy	**Hacksaw** fitting and machining measurement and accuracy cutting, drilling, shaping, finishing assembly and evaluation	**Workshop Utility Pan – Fabrication and Assembly** Interpreting and analysing plans Measurement and accuracy Sheet metal marking out, cutting and folding Mild steel handle fabrication Drilling, fastening and assembly	**Nut Cracker** Interpreting and Analysing Plans Measurement and Accuracy Metal Welding

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Presentation	Multimodal Presentation	Skills based training and assessment - Competency based	Skills based training and assessment - Competency based

Year 11 & 12 Structure

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

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

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

Core Units	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
Selected Units	
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Expenses

$120 levy for the year 10 component– covers the cost of all materials supplied for practice samples and projects.

The Certificate II component of this course is free if you are VETiS Eligible and have not used your funding elsewhere. A fee of $1200* applies to this course if you are not utilising VETiS.

Dance in Practice

Applied senior subject

Applied

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.Throughout the course, students will study a range of different dance genres, including Contemporary, Hip Hop, Lyrical, Acro and Jazz.
Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

Throughout the course, students will study a range of different dance genres, including Contemporary, Hip Hop, Lyrical, Acro and Jazz. All students must bring appropriate dance attire to class each lesson to participate in the lesson. Students will also be required to perform in front of others as part of this course.

To be part of this course, students may be required to pay to participate in workshops or purchase costumes to be a part of our ENCORE performance at the end of the year.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Choreographic project	Performance	Choreographic project	Performance

Year 11 & 12 Structure

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

Unit option	Unit title
Unit 1	Celebration
Unit 2	Industry
Unit 3	Health
Unit 4	Technology

Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	**Choreography of dance** Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes **Planning and evaluation of choreography** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	**Performance of dance** Performance (live or recorded): up to 4 minutes **Planning of choreography and evaluation of performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Drama in Practice

Applied senior subject

Applied

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

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

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

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

Pathways

The Drama program provides the foundation towards future careers such as:

Entertainer, Production Manager, Director, Theatre Administration, Stage Manager, Designer, Theatre Maker and Casting Director to name a few.

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Contemporary ensemble and physical theatre	Documentary and Verbatim Theatre	Transforming Texts for modern audiences	Performance realization

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Group devised performance	Documentary performance and director's vision	Contemporary adaptation performance	Solo/duo performance

Year 11 & 12 Structure

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

Unit option	Unit title
Unit 1	Collaboration
Unit 2	Community
Unit 3	Contemporary
Unit 4	Commentary

Assessment

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

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

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

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

Pathways

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

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Jazz, Blues and Beyond	Commercial Music

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Performance project	Composition project	Performance project	Composition project

Year 11 & 12 Structure

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

Unit option	Unit title
Unit 1	Music of today
Unit 2	The cutting edge
Unit 3	Building your brand
Unit 4	'Live' on stage!

Assessment

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

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

Visual Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential.

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

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

Pathways

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.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Body of work (artworks) Digital submission of making process.	Body of work (artworks) Digital Submission of making process.

Year 11 & 12 Structure

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

Unit option	Unit title
Unit 1	Looking inwards (self)
Unit 2	Looking outwards (others)
Unit 3	Clients
Unit 4	Transform & extend

Assessment

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

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

Drama

General senior subject

General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways

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

Year 10 Structure

Unit 1	Unit 2	Unit 3	Unit 4
Contemporary ensemble and physical theatre	Documentary and Verbatim Theatre	Transforming Texts for modern audiences	Performance realization

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Group devised performance	Documentary Performance and director's vision	Contemporary adaptation performance	Solo/duo performance and Analytical exam

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

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

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

Summative assessments

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

Film, Television & New Media

General senior subject

General

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

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

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

Pathways

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

Year 10 Structure

The Film and Television course provides students with the opportunity to work with camera and editing technologies in the production of films that operate within documentary and narrative film codes. The students produce both an information giving documentary and an original film trailer over the duration of the course.

Unit 1	Unit 2	Unit 3	Unit 4
Film Production	Film Genre	Online Media Technologies	Online Media Technologies

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Documentary Design Documentary Production	Film Genre Essay Film Trailer Production	Case Study on an Online Media experience	Merchandising Portfolio (Print/digital ad, radio ad, online ad production).

Year 11 & 12 Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music

General senior subject

General

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

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

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

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

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. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Year 10 Structure

Unit 1 & 2	Unit 3 & 4
Jazz, Blues and Beyond	Commercial Music

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Performance Project	Composition Project	Performance Project	Composition Project

Year 11 & 12 Structure

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

Assessment

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

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

Summative assessments

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

Visual Art

General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their

imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes.

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

Pathways

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

Year 10 Structure & Assessment

Unit 1 & 2	Unit 3 & 4
Body of work (artworks) Digital submission of making process.	Body of work (artworks) Digital Submission of making process.

Year 11 & 12 Structure

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

Assessment

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

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

Summative assessments

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

Cert III Dance

Certificate

Cert

Prospective candidates will be required to audition for a place in the course. The audition will comprise of a short performance presentation that demonstrates dance skills focussing on technique and flexibility. Students will also be interviewed about their knowledge of Dance and their reasons for why they should be considered for a placement in the course. This course is a nationally recognised training product.

Students will engage in a dynamic course which focuses on both practical and written activities that relate to the Dance Industry. This course will allow students to develop a strong technical foundation covering a broad spectrum of dance and theatre facets. Students will be challenged and motivated to increase flexibility, technique and musicality. Our course has an increased emphasis on choreographic skills, industry awareness and skills. Students will have the opportunity to attend workshops with renowned choreographers throughout the year. This exciting new course has the potential to lead to employment opportunities and further dance study options.

Successful completion of this certificate allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate IV, Certificate IV, Diploma or Advanced Diploma courses related to the Entertainment Industry.
Certificate

Structure

Core units
CUACHR311 Develop basic dance composition skills
CUADAN331 Integrate rhythm into movement activities
CUAIND311 Work effectively in the creative arts industry
CUAPRF317 Develop performance techniques
CUAWHS311 Condition the body for dance performance
Selected units
CUADAN314 Develop dance improvisation skills
CUADAN315 Increase depth of jazz dance technique
CUADAN318 Increase depth of contemporary dance technique
CUACIR301 Perform basic on ground acrobatic techniques
CUADLT311 Develop basic dance analysis skills
BSBTWK201 Work effectively with others
CUADTM311 Assist with dance teaching
CUAWHS211 Develop a basic level of physical condition for dance performance

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certificate course is continuous across Year 11 and Year 12 and units of competency have been clustered into groups and assessed in this way.

Disclaimer

Late enrolment may limit the possibility of achieving the Certificate III in Dance due to reduced contact time. These limitations are outlined by the Australian Qualification Framework policies on volume of learning imposed on the course.

Cost

Students enrolled in this course will be required to pay a course fee of $150 per year ($300 for 2 years) that will cover the cost of choreographers, industry personnel, travel and costumes throughout the course. Students will need to provide all resources for personal practical assessment tasks and appropriate black dance wear (leggings and t-shirt) for class.

Subject Levy

$175 per year, indicative only.

Cert III Live Production & Technical Services

Certificate Expression of Interest ONLY

Cert

This course is a dynamic, hands-on course designed for students passionate about performance, production, and the creative industries. This course provides real-world experience across all aspects of live events, from lighting and sound to staging, camera work, and front-of-house operations, and is suited for students that have a passion for drama and The Arts.
Students don't just learn about the industry - they actively create, produce, and participate in live performances and events, developing practical skills that reflect professional industry standards.
Students will receive real industry experience throughout the course with multiple opportunities to work on live productions and events, working with live artists and technicians and collaborating of devised dramatic works.

Pathways

This qualification opens doors to a wide range of creative and technical career pathways, including: Live theatre and stage production, Lighting and sound technician roles, Event production and management, Film, television, and media production, Stage management and backstage operations.

Structure

BSBPEF301	Organise personal work priorities
CUAIND314	Plan a career in the creative arts industry
CUAPPR314	Participate in collaborative creative projects
CUASTA211	Develop basic staging skills
CUASTA311	Assist with production operations for live performances
CUASMT311	Work effectively backstage during performances
CUALGT211	Develop basic lighting skills
CUALGT311	Operate basic lighting
CUALGT314	Install and operate follow spots
CUASOU308	Install and disassemble audio equipment
CUASOU331	Undertake live audio operations
CUACAM211	Assist with basic camera shoots
CUAFOH212	Usher patrons

Subject Levy

$180 per year, indicative only.

Cert III Visual Art (Photography)

Certificate

Cert

Certificate III in Visual Arts (Photography) allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Students will study various photographic styles using both digital and manual film cameras, the darkroom and computers, at school or on location. Genres addressed include Wildlife, Motion, Portraiture, Studio Lighting, Still Life, Creative Effects and Photographic Fine Art.

Pathways

Success in obtaining Certificate III in Visual Arts may enable students to seek early or regular entry into TAFE or University to further develop specific photographic techniques and skills. It may also enable entry into careers such as: Professional Photographer's Assistant, Theme Park Photographer, Freelance Photographer, Photographic Salesperson (technician and advisor), Digital Imaging Technician.

Structure

Core units	
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
Selected units	
CUAPHI312	Capture photographic images
CUADIG303	Produce and prepare photo images
CUADIG315	Produce digital images
CUAPHI305	Use wet darkroom techniques to produce monochrome photographs
CUAPPR312	Document the creative work progress
CUAPPR211	Make simple creative work
BSBWRT311	Write simple documents
CUADES301	Explore the use of colour

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Assessment is continuous and includes observation, portfolios and questioning and feedback from supervisors. See relevant page in this booklet for further information regarding competency and assessment in VET.

Service Agreement

This is a two-year course. The RTO (Helensvale SHS # 30296) 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 training product requirements will be provided with a certificate and a record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of attainment. Students who enter late into the course may not be able to achieve the certificate.

Disclaimer:

Late enrolment may limit the possibility of achieving the Certificate III in Visual Arts due to reduced contact time. These limitations are outlined by the Australian Qualification Framework policies on volume of learning imposed on the course.

Subject Levy

$175 per year, indicative only.