

# SENIOR CURRICULUM GUIDE



**EVERTON PARK**  
STATE HIGH SCHOOL






# **SENIOR CURRICULUM GUIDE**






This book is a guide to the General, Applied, and Vocational Education and Training subjects on offer at Everton Park State High School in Years 11 and 12.

Within this book, you will find Senior Schooling information and details about each subject offered in The Arts, English, Humanities, Languages, Mathematics, Physical Education, Science, and Technologies.

Please use this book to take a deeper look at all the subjects on offer. If you need further information, the following staff will be able to assist and are contactable through [senior.school@evertonparkshs.eq.edu.au](mailto:senior.school@evertonparkshs.eq.edu.au)



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# Introduction to Senior Studies

Students who elect to continue their studies through to Year 11 and 12 need to consider the following very carefully - their choice of subjects and the expectations of students in Year 11 and 12. These are the foundation to enhance growth and obtain a QCE, QCIA and/or an ATAR.

## Choice of subjects

When selecting subjects for Year 11 you should ask yourself the following questions:

- What subjects do I enjoy?
- What subjects did I do well in Year 10?
- What subjects do my teachers recommend for me?
- Do I want to obtain an ATAR (the Australian Tertiary Admission Rank)?
- Are there particular subjects needed for entry to a tertiary course in which I am interested?
- Have I spoken to the Guidance Officer to discuss any matters I am unsure of for career guidance?
- Have I spoken to the HOD of Special Education Services to discuss support options or a potential QCIA pathway?
- Have I discussed subject selection with my parents / carers?
- Do I know how many general subjects are needed to obtain an ATAR?

## Expectations of students at senior level

Many students find it difficult to make the transition from Year 10 to Year 11, and are often disappointed that they do not achieve as well as they did previously. Some of the reasons for this might include:

- Year 11 work is more complex and demanding, requiring greater application to your studies than required for success in Year 10.
- More research and assignment work are included in Year 11 work programs.
- Assessment in Year 11 increases in complexity.

In order to maximise their potential in Year 11, students need to:

- Select subjects, which are suited to their needs and abilities.
- Be cautious with their initial selection, as it is not easy to change subjects later for a variety of reasons.
- Draw up a study plan to ensure that all tasks are completed on time.
- Ensure that there is a proper balance between school, social and work commitments.
- Seek advice from teachers or other school staff if they are experiencing difficulties.
- Have a clear goal to achieve at the completion of Year 12.
- Allocate two to three hours of study per night if choosing an ATAR pathway.

# Queensland Certificate of Education

## About the QCE

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

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and open a QCAA learning account.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. They must also complete the QCAA's academic integrity course, or equivalent. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

## QCE requirements

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

### Set amount

20 credits from contributing courses of study, including:

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

### Set standard

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

### Set pattern

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

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

### Literacy & numeracy

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

### Academic integrity

Students must complete the QCAA's academic integrity course or an equivalent program that meets the QCAA's requirements.

## Set pattern

Within the set pattern requirement, there are 3 categories of learning: Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may be accrued from a combination of Core, Preparatory or Complementary courses of study.

COURSE	QCE CREDITS PER COURSE
<b>● Core:</b> At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subject	up to 4
QCAA General Extension subject	up to 2
QCAA General Senior External Examination subject	4
Certificate II qualifications	up to 4
School-based apprenticeship	up to 8
Recognised studies categorised as Core	as recognised by QCAA
Recognised studies categorised as Core	as recognised by QCAA
<b>● Preparatory:</b> A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses	
• QCAA Short Course in Literacy	1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
<b>● Complementary:</b> A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	1
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

## Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one literacy and one numeracy learning option, chosen from the following:

### ● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

### ● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

## Academic Integrity

To meet the academic integrity requirement, a student must complete one of the following options:

COURSE	ACCESS
The QCAA academic integrity course (online format)	Students can access the online course via the Student Portal on the myQCE website.
The QCAA academic integrity course (alternative format)	Schools can use the alternative format of the course for students who may be unable to access or use the online version of the course.
An equivalent academic integrity course	Schools may deliver their own academic integrity course, or use a third-party provider, in line with the QCAA's requirements.

## Senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in their future work and life. Across senior subjects, students acquire 21st century skills to support their endeavours as lifelong learners, valued employees, innovators and engaged global citizens.

Under the QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

The Australian Tertiary Admission Rank (ATAR) is used to rank eligible Year 12 graduates and shows their academic achievement relative to other students.

ATARs are calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details visit [qtac.edu.au](http://qtac.edu.au).

## Senior Education Profile

Queensland Students receive a Senior Education Profile in the Student Portal on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

### Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies, and the results achieved.

### QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

### QCIA

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

## More information

### myQCE website

The myQCE website ([myqce.qcaa.qld.edu.au](http://myqce.qcaa.qld.edu.au)) provides information about subjects and courses, assessment and results, study tips, and more. Talk to your school about the subjects and courses it offers.

### QCAA website

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website [qcaa.qld.edu.au](http://qcaa.qld.edu.au).

# Types of subjects

## What types of subjects are offered?

Everton Park State High School offers three types of subjects:

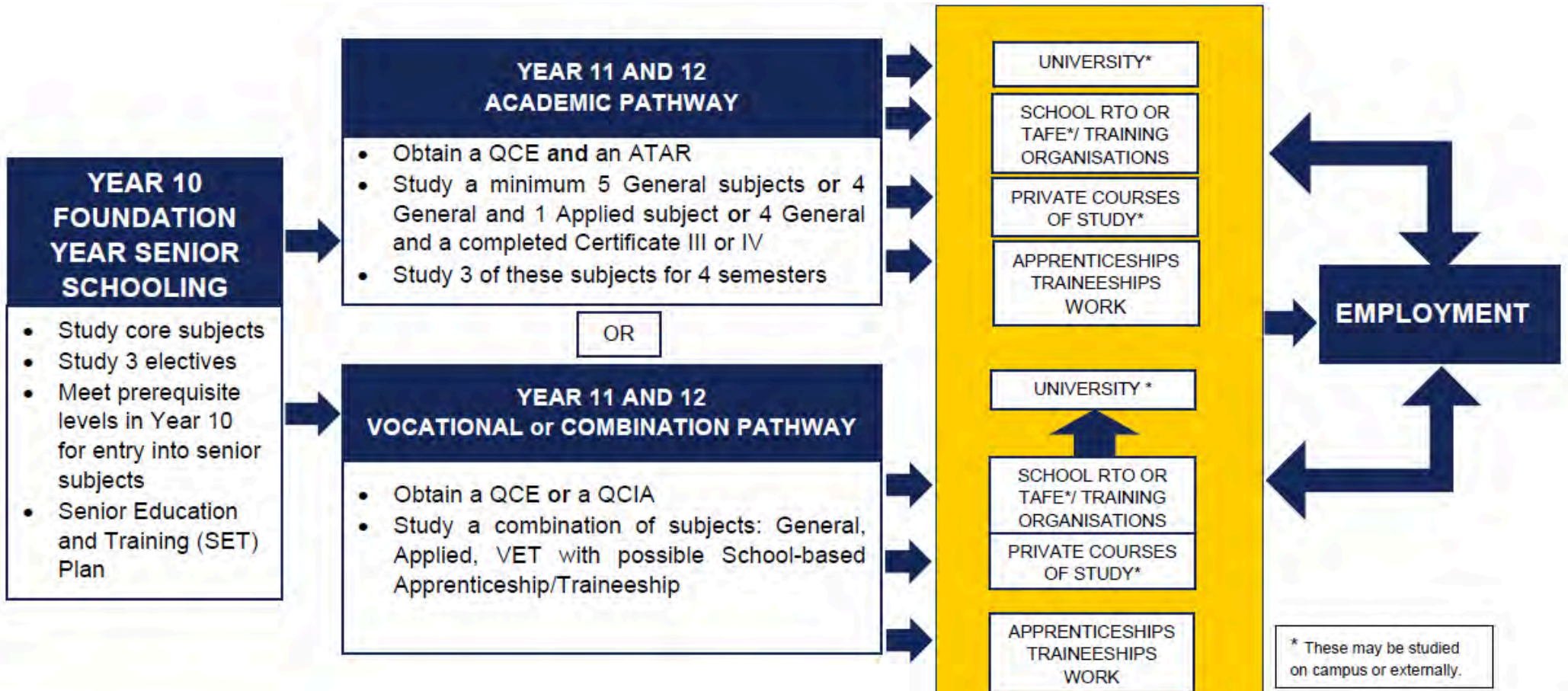
- General subjects
- Applied subjects (including Applied Essentials)
- Vocational Education and Training (VET)

	For those interested in:	Subject organisation	Assessment
<b>General subjects</b>	Tertiary studies; vocational education and training; employment	Units 1 to 4 contribute to QCE. Units 3 & 4 are summative and contribute to ATAR calculation if eligible.	Year 12 is assessed by a mix of internal and external assessments. The contribution of external assessment is detailed in the individual subject advice.
<b>Applied subjects *</b>	Vocational education and training; employment	Units 1 to 4 contribute to QCE.	Essential English and Essential Mathematics each have a statewide common assessment instrument during Year 12. Other Applied subjects have no external assessment.
<b>Vocational Education and Training (VET) *‡#</b>	Vocational education and training; employment	Composed of a number of competencies. Completion of competencies contributes to QCE.	Progressive assessment of each competency










\* One Applied subject or a completed Certificate III or IV may contribute towards an ATAR calculation if students have completed at least 4 General subjects.

‡ Government VETiS funding supports the delivery of some certificate courses. This funding has certain restrictions; students may only access this funding **ONCE**. Access to certificate courses as a VETiS or self-funded student must be discussed with the school during any VET enrolment process.

# If a student has been offered a certificate course or school-based traineeship/apprenticeship by their employer it is essential that this is discussed with the school before signing anything as this may impact future opportunities.



# EPSHS Senior Syllabus options

Subject	General	Applied
 <b>The Arts</b>	<ul style="list-style-type: none"> <li>• Drama</li> <li>• Music</li> <li>• Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>• Drama in Practice</li> <li>• Music in Practice</li> <li>• Visual Arts in Practice</li> </ul>
 <b>English</b>	<ul style="list-style-type: none"> <li>• General English</li> </ul>	<ul style="list-style-type: none"> <li>• Essential English</li> </ul>
 <b>Humanities</b>	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Economics</li> <li>• Geography</li> <li>• Legal Studies</li> <li>• Modern History</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Community Studies</li> </ul>
 <b>Languages</b>	<ul style="list-style-type: none"> <li>• Spanish</li> </ul>	-
 <b>Mathematics</b>	<ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Mathematics</li> </ul>
 <b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and Recreation</li> </ul>
 <b>Science</b>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> </ul>	-
 <b>Technologies</b>	<ul style="list-style-type: none"> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Skills</li> <li>• Furnishing Skills</li> <li>• Industrial Technology Skills</li> </ul>
 <b>Vocational Education &amp; Training (VET)</b>	<ul style="list-style-type: none"> <li>• Certificate II in Skills for Work and Vocational Pathways</li> <li>• Certificate III in Hospitality</li> <li>• Certificate IV in Business</li> <li>• Certificate II in Applied Digital Technologies + Certificate III in Information Technology (Dual Qualification) - IVET</li> </ul>	



Recommended prerequisite: None

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.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

## Pathways

Studying Drama provides students with a strong foundation in creative thinking, collaboration, communication, and problem-solving skills, opening pathways to careers in the performing arts, film and television, education, event management, creative industries, and roles requiring public speaking or teamwork. It also supports further study in drama, theatre, and related disciplines at university or vocational institutions.

## Structure - order may change if running alternative sequence

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> <ul style="list-style-type: none"> <li>Australian voices and experiences</li> </ul>	<b>Reflect</b> <ul style="list-style-type: none"> <li>Realism</li> <li>Contemporary dramatic styles</li> </ul>	<b>Challenge</b> <ul style="list-style-type: none"> <li>Social commentary</li> </ul>	<b>Transform</b> <ul style="list-style-type: none"> <li>Inherited theatrical traditions</li> <li>Greek theatre, Elizabethan theatre or Neoclassicism</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Performance (20%)</li> <li>Internal Assessment 2 (IA2): Dramatic Concept (20%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Practice-led project (35%)</li> </ul>
External assessment (EA): Examination - extended response (25%)	



Recommended prerequisite: C in Music (Year 10)

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.

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

Studying Music equips students with skills in performance, composition, music analysis, and critical listening, preparing them for pathways in music performance, composition, teaching, sound production, music therapy, and the broader creative industries. It also serves as a strong foundation for further study in music at tertiary or vocational levels.

## Structure - order may change if running alternative sequence

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs - make and respond to:</b> <ul style="list-style-type: none"> <li>• Music elements</li> <li>• Design of music</li> </ul>	<b>Identities - make and respond to:</b> <ul style="list-style-type: none"> <li>• Music that expresses cultural, political and social identities in local and global contexts</li> </ul>	<b>Innovations - make and respond to:</b> <ul style="list-style-type: none"> <li>• music that demonstrates innovative use of elements, concepts and compositional devices</li> </ul>	<b>Narratives - make and respond to:</b> <ul style="list-style-type: none"> <li>• emerging voice and style to expressively communicate narrative.</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Internal Assessment 1 (IA1): Performance (20%)</li> <li>• Internal Assessment 2 (IA2): Composition (20%)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Assessment 3 (IA3): Project (35%)</li> </ul>
External Assessment (EA): Examination - extended response (25%)	



Recommended prerequisite: None

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

## Pathways

Studying Visual Art fosters creativity, critical thinking, and technical skills, preparing students for pathways in fields such as fine arts, graphic design, architecture, interior design, animation, and arts education. It also provides a solid foundation for further study in visual arts and design at tertiary or vocational institutions.

## Structure - order may change if running alternative sequence

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens:</b> <ul style="list-style-type: none"> <li>• lenses to explore the material world</li> <li>• Personal and contemporary</li> <li>• People, place, objects</li> </ul>	<b>Art as code:</b> <ul style="list-style-type: none"> <li>• art as a coded visual language</li> <li>• Formal and cultural</li> <li>• Codes, symbols, signs and art conventions</li> </ul>	<b>Art as knowledge:</b> <ul style="list-style-type: none"> <li>• constructing knowledge as artist and audience</li> <li>• Contemporary, personal, cultural and/or formal</li> </ul>	<b>Art as alternate:</b> <ul style="list-style-type: none"> <li>• evolving alternate representations and meaning</li> <li>• Contemporary, personal, cultural and/or formal</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Internal Assessment 1 (IA1): Investigation - inquiry phase 1 (20%)</li> <li>• Internal Assessment 2 (IA2): Project - inquiry phase 2 (25%)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Assessment 3 (IA3): Project - inquiry phase 3 (30%)</li> </ul>
External Assessment (EA): Examination - extended response (25%)	



*Recommended prerequisite: None*

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

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.

## Pathways

Studying Drama in Practice focuses on developing practical performance, production, and communication skills, preparing students for pathways in community theatre, event production, arts administration, and roles within the creative and entertainment industries. It is also an excellent choice for students seeking hands-on experience in collaborative and real-world settings.

## Structure - order may change if running alternative sequence

Unit A	Unit B	Unit C	Unit D
<p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>develop and apply a range of design and technical skills as part of a director's decision-making</li> </ul>	<p><b>Community:</b></p> <ul style="list-style-type: none"> <li>accessing and participating in drama activities that relate to the lives and interests of a community</li> </ul>	<p><b>Contemporary:</b></p> <ul style="list-style-type: none"> <li>make and respond to drama works that explore and reflect contemporary trends in theatre</li> </ul>	<p><b>Commentary:</b></p> <ul style="list-style-type: none"> <li>explore and respond to the issues and events that affect our lives on a local, national and global scale</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C	Unit D
<ul style="list-style-type: none"> <li>A1: Directorial project                             <ul style="list-style-type: none"> <li>Director's brief</li> <li>Planning and evaluation</li> </ul> </li> <li>A2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>B1: Devising project                             <ul style="list-style-type: none"> <li>Devised scene</li> <li>Planning and evaluation</li> </ul> </li> <li>B2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>C1: Directorial project                             <ul style="list-style-type: none"> <li>Director's brief</li> <li>Planning and evaluation</li> </ul> </li> <li>C2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>D1: Devising project                             <ul style="list-style-type: none"> <li>Devising project</li> <li>Planning and evaluation</li> </ul> </li> <li>D2: Performance</li> </ul>



*Recommended prerequisite: None (Ideally passed Music in Year 10)*

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

## Pathways

Studying Music in Practice develops practical skills in performance, song writing, and music production, while fostering creativity and collaboration. This subject prepares students for pathways in the music industry, including live performance, recording, event coordination, and community music, as well as related creative roles.

## Structure - order may change if running alternative sequence

Unit A	Unit B	Unit C	Unit D
<p><b>Music of today:</b></p> <ul style="list-style-type: none"> <li>• make and respond to contemporary music</li> <li>• musical skills that are integral to performance and composition</li> </ul>	<p><b>The cutting edge:</b></p> <ul style="list-style-type: none"> <li>• music technology</li> <li>• music elements and concepts and compositional devices</li> </ul>	<p><b>Building your brand:</b></p> <ul style="list-style-type: none"> <li>• music industry</li> <li>• current and emerging music genres and styles to inform the development of their artistic brand</li> </ul>	<p><b>'Live' on stage:</b></p> <ul style="list-style-type: none"> <li>• commercial music</li> <li>• role of music in the entertainment and media industries of the 21st century.</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C	Unit D
<ul style="list-style-type: none"> <li>• A1: Project                             <ul style="list-style-type: none"> <li>◦ Composition</li> <li>◦ Planning and evaluation</li> </ul> </li> <li>• A2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>• B1: Project                             <ul style="list-style-type: none"> <li>◦ Performance</li> <li>◦ Planning and evaluation</li> </ul> </li> <li>• B2: Composition</li> </ul>	<ul style="list-style-type: none"> <li>• C1: Project                             <ul style="list-style-type: none"> <li>◦ Performance</li> <li>◦ Planning and evaluation</li> </ul> </li> <li>• C2: Composition</li> </ul>	<ul style="list-style-type: none"> <li>• D1: Project                             <ul style="list-style-type: none"> <li>◦ Composition</li> <li>◦ Planning and evaluation</li> </ul> </li> <li>• D2: Performance</li> </ul>



Recommended prerequisite: None

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 art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

## Pathways

Studying Visual Arts in Practice emphasises hands-on skills in art-making, design, and creative problem-solving, preparing students for pathways in fields such as graphic design, photography, illustration, jewellery making, and community arts projects. It is ideal for students seeking practical experience and opportunities in creative industries or small business ventures.

## Structure - order may change if running alternative sequence

Unit A	Unit B	Unit C	Unit D
<p><b>Looking inwards (self):</b></p> <ul style="list-style-type: none"> <li>explore and respond to ideas about self</li> </ul>	<p><b>Looking outwards (others):</b></p> <ul style="list-style-type: none"> <li>respond to issues that take place locally, nationally and/or globally</li> </ul>	<p><b>Clients:</b></p> <ul style="list-style-type: none"> <li>work collaboratively with a client to develop criteria and designs for artworks that meet client needs and expectations</li> </ul>	<p><b>Transform &amp; extend:</b></p> <ul style="list-style-type: none"> <li>respond to an artist or artisan's ways of working</li> <li>plan and make artworks inspired by practitioner of choice</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C	Unit D
<ul style="list-style-type: none"> <li>A1: Project                             <ul style="list-style-type: none"> <li>Experimental folio</li> <li>Planning and evaluation</li> </ul> </li> <li>A2: Resolved artwork</li> </ul>	<ul style="list-style-type: none"> <li>B1: Project                             <ul style="list-style-type: none"> <li>Prototype artwork</li> <li>Planning and evaluation</li> </ul> </li> <li>B2: Resolved artwork</li> </ul>	<ul style="list-style-type: none"> <li>C1: Project                             <ul style="list-style-type: none"> <li>Design proposal</li> <li>Planning and evaluation</li> </ul> </li> <li>C2: Resolved artwork</li> </ul>	<ul style="list-style-type: none"> <li>D1: Project                             <ul style="list-style-type: none"> <li>Folio of stylistic experiments</li> <li>Planning and evaluation</li> </ul> </li> <li>D2: Resolved artwork</li> </ul>



*Recommended prerequisite: C in English*

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

## Pathways

Studying General English develops communication, analytical thinking, and literacy skills, preparing students for a wide range of pathways, including tertiary study, professional careers, and roles requiring critical analysis, research, and effective written and spoken communication. It equips students with the skills to engage with and create complex texts across diverse contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Perspectives and texts</b></p> <ul style="list-style-type: none"> <li>explore individual and/or collective experiences and perspectives of the world</li> </ul>	<p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>explore cultural experiences of the world</li> </ul>	<p><b>Textual Connections</b></p> <ul style="list-style-type: none"> <li>explore connections between texts by examining representations of the same concepts and issues in different texts</li> </ul>	<p><b>Close study of literary texts</b></p> <ul style="list-style-type: none"> <li>explore the world and human experience by engaging with literary texts from diverse times and places</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Spoken persuasive response (25%)</li> <li>Internal Assessment 2 (IA2): Written response for a public audience (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Examination - extended response (25%)</li> </ul>
<p>External Assessment (EA): Examination - extended response (25%)</p>	



*Recommended prerequisite: None*

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

## Pathways

Studying Essential English focuses on developing practical communication, literacy, and critical thinking skills for everyday, community, and workplace contexts. It prepares students for pathways into vocational education, employment, and roles requiring clear and effective communication in real-world situations.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Language that works</b></p> <ul style="list-style-type: none"> <li>explore how meaning is communicated in contemporary workplace texts and/or popular culture texts about the world of work</li> </ul>	<p><b>Texts and human experiences:</b></p> <ul style="list-style-type: none"> <li>explore individual and/or collective experiences and perspectives of the world</li> </ul>	<p><b>Language that influences:</b></p> <ul style="list-style-type: none"> <li>explore community, local, and/or global issues and ideas presented in a range of texts that invite an audience to take up positions</li> </ul>	<p><b>Representations and popular culture texts:</b></p> <ul style="list-style-type: none"> <li>explore how the text structures, language features and language of contemporary popular culture texts shape meaning</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Spoken response</li> <li>Internal Assessment 2 (CIA): Common internal assessment</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Multimodal response</li> <li>Internal Assessment 4 (IA4): Written response</li> </ul>



*Recommended prerequisite: C in English, and a C in History (if studied in Year 10)*

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

## Pathways

Studying Ancient History allows students to explore the societies, events, and cultures of the ancient world, developing skills in critical thinking, research, and analysis. This subject prepares students for pathways in archaeology, history, anthropology, education, museum studies, and roles requiring strong analytical and investigative abilities.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the Ancient World:</b></p> <ul style="list-style-type: none"> <li>how historians construct understandings of the Ancient World</li> </ul>	<p><b>Personalities in their times:</b></p> <ul style="list-style-type: none"> <li>investigate key personalities of the Ancient World in the context of their times</li> </ul>	<p><b>Reconstructing the Ancient World:</b></p> <ul style="list-style-type: none"> <li>investigate significant historical periods through an analysis of relevant archaeological and written sources</li> </ul>	<p><b>People, power and authority:</b></p> <ul style="list-style-type: none"> <li>investigate an important historical period, with a particular emphasis on the nature and exercise of power and authority</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Examination - extended response (25%)</li> <li>Internal Assessment 2 (IA2): Investigation (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Investigation (25%)</li> </ul>
<p>External Assessment (EA): Examination - short response (25%)</p>	



*Recommended prerequisite: C in English, and a C in Economics and Business (if studied in Year 10)*

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

## Pathways

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Markets and models:</b></p> <ul style="list-style-type: none"> <li>understand how the fundamental economic concepts of scarcity, choice and opportunity cost compel individuals, businesses and governments to make decisions about how best to allocate resources among competing needs</li> </ul>	<p><b>Modified markets:</b></p> <ul style="list-style-type: none"> <li>explore the imperfections within markets and the economic concept that markets do not always deliver socially desirable or efficient outcomes</li> </ul>	<p><b>International economics:</b></p> <ul style="list-style-type: none"> <li>complex ideas and relationships underlying the international economy and the impact that these have on Australia's domestic economy and decision-making</li> </ul>	<p><b>Contemporary macroeconomics:</b></p> <ul style="list-style-type: none"> <li>practical application of the Australian Government's domestic macroeconomic objectives</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Examination - combination response (25%)</li> <li>Internal Assessment 2 (IA2): Investigation (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Examination - extended response (25%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (25%)</p>	



*Recommended prerequisite: C in English, and a C in History or Geography (if studied in Year 10)*

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.

## Pathways

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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Responding to risk and vulnerability in hazard zones:</b></p> <ul style="list-style-type: none"> <li>how natural and ecological hazards represent potential sources of harm to human life, health, income and property</li> </ul>	<p><b>Planning sustainable places:</b></p> <ul style="list-style-type: none"> <li>challenges of sustainable development for remote, rural and urban places in Australia and a megacity in the developing world</li> </ul>	<p><b>Responding to land cover transformations:</b></p> <ul style="list-style-type: none"> <li>changes to the biophysical environment over time, with a particular focus on land cover transformation and climate change</li> </ul>	<p><b>Managing population change:</b></p> <ul style="list-style-type: none"> <li>understanding of population change, movement and distribution over space and time and the challenges posed by demographic change</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Examination - combination response (25%)</li> <li>Internal Assessment 2 (IA2): Field report (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Data report (25%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (25%)</p>	



*Recommended prerequisite: C in English*

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.

## Pathways

Studying Legal Studies provides students with an understanding of Australia's legal system, focusing on concepts like justice, governance, and human rights. It prepares students for pathways in law, criminology, public policy, social justice, and roles in government, business, or community organisations requiring legal reasoning and ethical decision-making.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Beyond reasonable doubt:</b></p> <ul style="list-style-type: none"> <li>Australian legal system, the sources of law, and the roles of parliament and the courts</li> </ul>	<p><b>Balance of probabilities:</b></p> <ul style="list-style-type: none"> <li>legal concepts, principles and processes within the Australian and Queensland civil justice systems</li> </ul>	<p><b>Law, governance and change:</b></p> <ul style="list-style-type: none"> <li>complexities of the Australian legal system and its capacity to deal with the diversity of competing needs</li> </ul>	<p><b>Human rights in legal contexts:</b></p> <ul style="list-style-type: none"> <li>legal concepts, principles and contemporary issues studied in previous units</li> <li>fundamental concepts of human rights</li> <li>Australia's participation within the global community</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Examination - combination response (25%)</li> <li>Internal Assessment 2 (IA2): Investigation - inquiry report (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Investigation - analytical essay (25%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (25%)</p>	



*Recommended prerequisite: C in English, and C in History*

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

## Pathways

Studying Modern History enables students to investigate significant events, movements, and ideas that have shaped the modern world, developing skills in critical analysis, research, and argumentation. It prepares students for pathways in education, journalism, politics, international relations, law, and roles that require a deep understanding of society and global perspectives.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the Modern World:</b></p> <ul style="list-style-type: none"> <li>ideas that have emerged in the Modern World</li> <li>assumptions, beliefs, views or opinions that are of local, national or international significance</li> </ul>	<p><b>Movements in the Modern World:</b></p> <ul style="list-style-type: none"> <li>movements that have emerged in the Modern World</li> <li>actions or activities on a local, national or international level directed towards a particular social purpose</li> </ul>	<p><b>National experiences in the Modern World:</b></p> <ul style="list-style-type: none"> <li>national experiences that have emerged in the Modern World</li> <li>crises that have confronted nations, their responses, and the different paths nations have taken to fulfil their goals</li> </ul>	<p><b>International experiences in the Modern World:</b></p> <ul style="list-style-type: none"> <li>international experiences that have emerged in the Modern World</li> <li>responses to cultural economic, ideological, political, religious, military or other challenges that have gone beyond national borders</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Examination - extended response (25%)</li> <li>Internal Assessment 2 (IA2): Investigation (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Investigation (25%)</li> </ul>
<p>External Assessment (EA): Examination - short response (25%)</p>	



Recommended prerequisite: None

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

## Pathways

Studying Social and Community Studies equips students with practical skills and knowledge to navigate personal, social, and workplace environments effectively. It prepares students for pathways in community services, human resources, social work, education, and other roles that involve interpersonal communication, problem-solving, and contributing positively to society.

## Structure

Unit A	Unit B	Unit C
<p><b>Lifestyle and financial choices:</b></p> <ul style="list-style-type: none"> <li>making choices for their lifestyles, considering how to enact positive change for the present and the future</li> </ul>	<p><b>Healthy choices for mind and body:</b></p> <ul style="list-style-type: none"> <li>investigate choices and implications related to recreation, leisure, food and nutrition from both a personal and society perspective</li> </ul>	<p><b>Relationships and work environments:</b></p> <ul style="list-style-type: none"> <li>explore social context, issues and perspectives related to work</li> </ul>
Unit D	Unit E	Unit F
<p><b>Legal and digital citizenship:</b></p> <ul style="list-style-type: none"> <li>investigate aspects of Australia's legal system and its operation to develop understanding of being active and informed citizens</li> </ul>	<p><b>Australia and its place in the world:</b></p> <ul style="list-style-type: none"> <li>features of contemporary Australian society</li> <li>how Australia's international involvement continually shapes our society's composition and future outlook</li> </ul>	<p><b>Arts and identity:</b></p> <ul style="list-style-type: none"> <li>markers of identity as a social construct</li> <li>how the arts contribute to a sense of identity and belonging for individuals, groups and communities</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> <li>A1: Project                             <ul style="list-style-type: none"> <li>Item of communication</li> <li>Documented process</li> </ul> </li> <li>A2: Extended response</li> </ul>	<ul style="list-style-type: none"> <li>B1: Project                             <ul style="list-style-type: none"> <li>Set of recommendations</li> <li>Documented process</li> </ul> </li> <li>B2: Investigation</li> </ul>	<ul style="list-style-type: none"> <li>C1: Project                             <ul style="list-style-type: none"> <li>Instructional text/performance</li> <li>Documented process</li> </ul> </li> <li>C2: Investigation</li> </ul>
Unit D	Unit E	Unit F
<ul style="list-style-type: none"> <li>D1: Extended response</li> <li>D2: Project                             <ul style="list-style-type: none"> <li>Educational resource</li> <li>Documented process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>E1: Extended response</li> <li>E2: Project                             <ul style="list-style-type: none"> <li>Informative text</li> <li>Documented process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F1: Project                             <ul style="list-style-type: none"> <li>Informative text</li> <li>Documented process</li> </ul> </li> <li>F2: Investigation</li> </ul>



*Recommended prerequisite: C in English, and C in Spanish*

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 Spanish-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

Studying Spanish develops communication skills in one of the world's most widely spoken languages and fosters intercultural understanding. It prepares students for pathways in international relations, tourism, education, translation, business, and any field that values global connections and cultural competence.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Mi mundo - My world:</b></p> <ul style="list-style-type: none"> <li>compare and contrast lifestyles and education in Australian and Spanish-speaking communities, schools, homes and peer-group contexts</li> </ul>	<p><b>La exploracion de nuestro mundo - Exploring our world:</b></p> <ul style="list-style-type: none"> <li>move beyond personal world to how they engage with the wider world</li> <li>personal travel and exploration and associated cultural conventions</li> </ul>	<p><b>Nuestra sociedad; cultura e identidad - Our society; culture and identity:</b></p> <ul style="list-style-type: none"> <li>consider groups in the community and how identity is linked or challenged by membership of these groups</li> </ul>	<p><b>Mi presente; mi futuro - My present; my future:</b></p> <ul style="list-style-type: none"> <li>what it means to be a citizen of a community, and how that is shaped by the experiences of the present</li> <li>exploration of contemporary influences and the affect on students</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Examination - short response (20%)</li> <li>Internal Assessment 2 (IA2): Examination - extended response (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Multimodal presentation and interview (30%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (25%)</p>	



Recommended prerequisite: B in Maths

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.

## Pathways

Studying General Mathematics develops practical mathematical skills and problem-solving abilities for real-world contexts, such as finance, data analysis, and decision-making. It prepares students for pathways in diverse fields, including business, education, social sciences, and trades, as well as further study in mathematics and related disciplines.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Consumer arithmetic</li> <li>Shape and measurement</li> <li>Similarity and scale</li> <li>Algebra</li> <li>Linear equations and their graphs</li> </ul>	<ul style="list-style-type: none"> <li>Applications of linear equations and their graphs</li> <li>Applications of trigonometry</li> <li>Matrices</li> <li>Univariate data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate data analysis</li> <li>Time series analysis</li> <li>Growth and decay in sequences</li> <li>Earth geometry and time zones</li> </ul>	<ul style="list-style-type: none"> <li>Loans, investments and annuities</li> <li>Graphs and networks</li> <li>Networks and decision mathematics</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Problem-solving and modelling task (20%)</li> <li>Internal Assessment 2 (IA2): Examination - short response (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Examination - short response (15%)</li> </ul>
External Assessment (EA): Examination - combination response (50%)	



*Recommended prerequisite: A in 10 Maths Extension*

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.

## Pathways

Studying Mathematical Methods equips students with essential skills in algebra, calculus, statistics, and mathematical modelling, providing a strong foundation for solving complex problems. It prepares students for pathways in science, engineering, technology, economics, and other fields that require advanced mathematical understanding and analytical thinking.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential functions</li> <li>• Further differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Internal Assessment 1 (IA1): Problem-solving and modelling task (20%)</li> <li>• Internal Assessment 2 (IA2): Examination - short response (15%)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Assessment 3 (IA3): Examination - short response (15%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (50%)</p>	



*Recommended prerequisite: A in 10 Maths Extension*

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.

## Pathways

Studying Specialist Mathematics provides students with advanced mathematical knowledge and skills, focusing on topics such as complex numbers, vectors, matrices, and advanced calculus. It is designed for students with a strong interest in mathematics and prepares them for pathways in engineering, physical sciences, actuarial studies, computer science, and other fields requiring high-level mathematical expertise.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Combinatorics</li> <li>Introduction to proof</li> <li>Vectors in the plane</li> <li>Algebra of vectors in two dimensions</li> <li>Matrices</li> </ul>	<ul style="list-style-type: none"> <li>Complex numbers</li> <li>Complex arithmetic and algebra</li> <li>Circle and geometric proofs</li> <li>Trigonometry and functions</li> <li>Matrices and transformations</li> </ul>	<ul style="list-style-type: none"> <li>Further complex numbers</li> <li>Mathematical induction and trigonometric proofs</li> <li>Vectors in two and three dimensions</li> <li>Vector calculus</li> <li>Further matrices</li> </ul>	<ul style="list-style-type: none"> <li>Integration techniques</li> <li>Applications of integral calculus</li> <li>Rates of change and differential equations</li> <li>Modelling motion</li> <li>Statistical inference</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Problem-solving and modelling task (20%)</li> <li>Internal Assessment 2 (IA2): Examination - short response (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Examination - short response (15%)</li> </ul>
External Assessment (EA): Examination - combination response (50%)	



Recommended prerequisite: None

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.

## Pathways

Studying Essential Mathematics focuses on practical mathematical skills that are relevant to everyday life, work, and further education. It covers topics such as budgeting, measurement, data analysis, and problem-solving. This subject prepares students for pathways into trades, vocational education, and careers requiring applied numeracy skills in real-world contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Calculations:</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Representing data</li> <li>• Managing money</li> </ul>	<b>Calculations:</b> <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Graphs</li> <li>• Time and motion</li> </ul>	<b>Calculations:</b> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Probability and relative frequencies</li> </ul>	<b>Calculations:</b> <ul style="list-style-type: none"> <li>• Bivariate graphs</li> <li>• Summarising and comparing data</li> <li>• Loans and compound interest</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Internal Assessment 1 (IA1): Problem-solving and modelling task</li> <li>• Internal Assessment 2 (CIA): Common internal assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Assessment 3 (IA3): Problem-solving and modelling task</li> <li>• Internal Assessment 4 (IA4): Examination - short response</li> </ul>



Recommended prerequisite: C in English, and ideally studied HPX in Year 10

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.

## Pathways

Studying Health equips students with the knowledge and skills to understand and promote health and well-being at individual, community, and societal levels. It focuses on topics such as health determinants, health promotion, and sustainable health practices. This subject prepares students for pathways in health sciences, public health, nursing, community services, education, and other health-related fields.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Resilience as a personal health resource:</b></p> <ul style="list-style-type: none"> <li>Critical perspective of health and gain an understanding of how health is socially constructed</li> </ul>	<p><b>Peers and family as resources for healthy living</b></p> <ul style="list-style-type: none"> <li>plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol and other drug use or body image in a peer and family health context</li> </ul>	<p><b>Community as a resource for healthy living:</b></p> <ul style="list-style-type: none"> <li>plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to homelessness, transport safety or anxiety in a community health context</li> </ul>	<p><b>Respectful relationships in the post schooling transition:</b></p> <ul style="list-style-type: none"> <li>role of respectful relationships as a general resistance resource in the post-schooling transition from a life course perspective</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Action research (25%)</li> <li>Internal Assessment 2 (IA2): Examination - extended response (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Investigation (25%)</li> </ul>
<p>External Assessment (EA): Examination - extended response (25%)</p>	



*Recommended prerequisite: C in English, and C in Core HPE (ideally studied HPX in Year 10)*

In Physical Education, Arnold’s seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

## Pathways

Studying Physical Education (General) develops students' understanding of physical activity, sport, and exercise through both theoretical and practical learning. It focuses on areas such as biomechanics, motor learning, sports psychology, and training principles, as well as participation in physical activities. This subject prepares students for pathways in sport science, physiotherapy, fitness training, teaching, coaching, and other health and sport-related careers.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity	Tactical awareness and ethics in physical activity	Energy, fitness and training in physical activity

## Assessment

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

## Summative Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Project - folio (25%)</li> <li>Internal Assessment 2 (IA2): Investigation - report (25%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Project - folio (25%)</li> </ul>
External Assessment (EA): Examination - combination response (25%)	



Recommended prerequisite: None

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.

## Pathways

Studying Sport and Recreation focuses on developing practical skills and knowledge in sport, fitness, and recreation contexts. It includes topics such as coaching, event management, fitness programming, and health and well-being. This subject prepares students for pathways in the sport, fitness, and recreation industries, including roles such as personal training, sports coaching, outdoor education, and community recreation.

## Structure

Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
<ul style="list-style-type: none"> <li>Aquatic Recreation</li> </ul>	<ul style="list-style-type: none"> <li>Athlete development and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Challenge in the outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and officiating</li> </ul>	<ul style="list-style-type: none"> <li>Community recreation</li> </ul>	<ul style="list-style-type: none"> <li>Emerging trends in sport, fitness and recreation</li> </ul>
Unit G	Unit H	Unit I	Unit J	Unit K	Unit L
<ul style="list-style-type: none"> <li>Event management</li> </ul>	<ul style="list-style-type: none"> <li>Fitness for sport and recreation</li> </ul>	<ul style="list-style-type: none"> <li>Marketing and communication in sport and recreation</li> </ul>	<ul style="list-style-type: none"> <li>Optimising performance</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor leadership</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable outdoor recreation</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
<ul style="list-style-type: none"> <li>A1: Performance</li> <li>A2: Project</li> </ul>	<ul style="list-style-type: none"> <li>B1: Performance</li> <li>B2: Project</li> </ul>	<ul style="list-style-type: none"> <li>C1: Performance</li> <li>C2: Project</li> </ul>	<ul style="list-style-type: none"> <li>D1: Project</li> <li>D2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>E1: Performance</li> <li>E2: Project</li> </ul>	<ul style="list-style-type: none"> <li>F1: Performance</li> <li>F2: Project</li> </ul>
Unit G	Unit H	Unit I	Unit J	Unit K	Unit L
<ul style="list-style-type: none"> <li>G1: Performance</li> <li>G2: Project</li> </ul>	<ul style="list-style-type: none"> <li>H1: Project</li> <li>H2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>I1: Performance</li> <li>I2: Project</li> </ul>	<ul style="list-style-type: none"> <li>J1: Project</li> <li>J2: Performance</li> </ul>	<ul style="list-style-type: none"> <li>K1: Performance</li> <li>K2: Project</li> </ul>	<ul style="list-style-type: none"> <li>L1: Performance</li> <li>L2: Project</li> </ul>



Recommended prerequisite: B in Maths, and B in Science

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

## Pathways

Studying Biology explores the concepts of life, living systems, and the interactions between organisms and their environments. It covers topics such as cell biology, genetics, evolution, ecosystems, and human anatomy. This subject prepares students for pathways in fields like medicine, environmental science, biotechnology, research, agriculture, and education, as well as fostering critical thinking and an understanding of the natural world.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Cells and multicellular organisms:</b></p> <ul style="list-style-type: none"> <li>describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment</li> </ul>	<p><b>Maintaining the internal environment:</b></p> <ul style="list-style-type: none"> <li>describe and explain the responses of homeostatic mechanisms to stimuli and the human immune system</li> </ul>	<p><b>Biodiversity and the interconnectedness of life:</b></p> <ul style="list-style-type: none"> <li>biodiversity within ecosystems</li> <li>biotic and abiotic components</li> <li>species interactions</li> <li>adaptations of organisms to their environment</li> <li>principles of population dynamics</li> <li>classification systems</li> </ul>	<p><b>Heredity and continuity of life:</b></p> <ul style="list-style-type: none"> <li>describe and explain the cellular processes and mechanisms that ensure the continuity of life</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Data test (10%)</li> <li>Internal Assessment 2 (IA2): Student experiment (20%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Research investigation (20%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (50%)</p>	



Recommended prerequisite: B in Maths, and B in Science

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

## Pathways

Studying Chemistry focuses on the properties, composition, and behaviour of matter, exploring topics such as chemical reactions, atomic theory, materials, and energy. It develops analytical, problem-solving, and laboratory skills. This subject prepares students for pathways in medicine, pharmacy, environmental science, forensics, engineering, research, and industries such as manufacturing, agriculture, and energy.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Chemical fundamentals - structure, properties and reactions:</b></p> <ul style="list-style-type: none"> <li>breaking and reforming of bonds as new substances are produced</li> </ul>	<p><b>Molecular interactions and reactions:</b></p> <ul style="list-style-type: none"> <li>physical and chemical properties of materials including gases, water, aqueous solutions, acids and bases</li> </ul>	<p><b>Equilibrium, acids and redox reactions:</b></p> <ul style="list-style-type: none"> <li>reversibility of reactions</li> <li>acid-based equilibrium systems and applications</li> <li>principles of oxidation and reduction reactions</li> <li>production of electricity from electrochemical cells</li> </ul>	<p><b>Structure, synthesis and design:</b></p> <ul style="list-style-type: none"> <li>ways in which models and theories relate to chemical synthesis, structure and design and associated applications</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Data test (10%)</li> <li>Internal Assessment 2 (IA2): Student experiment (20%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Research investigation (20%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (50%)</p>	

*Recommended prerequisite: B in Maths, and B in Science*

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

## Pathways

Studying Physics investigates the fundamental principles that govern the universe, including motion, energy, forces, waves, electricity, and quantum mechanics. It develops skills in problem-solving, critical thinking, and experimental analysis. This subject prepares students for pathways in engineering, astronomy, medicine, technology, research, and industries requiring strong analytical and technical expertise.

## Structure - order will change if running on alternative sequence

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Thermal, nuclear and electrical physics:</b></p> <ul style="list-style-type: none"> <li>describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies</li> </ul>	<p><b>Linear motion and waves:</b></p> <ul style="list-style-type: none"> <li>how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena</li> </ul>	<p><b>Gravity and electromagnetism:</b></p> <ul style="list-style-type: none"> <li>motion and its causes</li> <li>Newton's laws of motion</li> <li>gravitational field model</li> <li>motion of projectiles and satellites</li> </ul>	<p><b>Revolution in modern physics:</b></p> <ul style="list-style-type: none"> <li>examine observations of relative motion, light and matter that could not be explained by classical physics theories</li> <li>special theory of relativity</li> <li>quantum theory of light and matter</li> </ul>

## 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 Assessment - order will change if running on alternative sequence

Unit 1/3	Unit 2/4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Data test (10%)</li> <li>Internal Assessment 2 (IA2): Student experiment (20%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Research investigation (20%)</li> </ul>
<p>External Assessment (EA): Examination - combination response (50%)</p>	

*Recommended prerequisite: B in Science*

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

## Pathways

Studying Psychology provides students with an understanding of human behaviour, thought processes, and emotions. It explores topics such as brain function, memory, learning, mental health, and social and cultural influences on behaviour. This subject prepares students for pathways in psychology, counselling, social work, human resources, education, marketing, and other fields that require strong interpersonal and analytical skills.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development:</b> <ul style="list-style-type: none"> <li>the role of the brain</li> <li>cognitive development</li> <li>consciousness, attention and sleep</li> </ul>	<b>Individual behaviour:</b> <ul style="list-style-type: none"> <li>intelligence</li> <li>diagnosis</li> <li>psychological disorders and treatments</li> <li>emotion and motivation</li> </ul>	<b>Individual thinking:</b> <ul style="list-style-type: none"> <li>brain function</li> <li>sensation and perception</li> <li>memory</li> <li>learning</li> </ul>	<b>The influence of others:</b> <ul style="list-style-type: none"> <li>social psychology</li> <li>interpersonal processes</li> <li>attitudes</li> <li>cross-cultural psychology</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Data test (10%)</li> <li>Internal Assessment 2 (IA2): Student experiment (20%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Research investigation (20%)</li> </ul>
External Assessment (EA): Examination - combination response (50%)	



*Recommended prerequisite: C in English, and C in Design and Technology (if studied in Year 10)*

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.

## Pathways

Studying Design (General) focuses on developing creative and critical thinking skills to solve design problems across various contexts such as graphic, architectural, industrial, and fashion design. It emphasises the design process, visual communication, prototyping, and the use of digital and physical tools. This subject prepares students for pathways in design-related fields, including architecture, graphic design, interior design, product development, and creative industries.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Stakeholder-centred design:</b></p> <ul style="list-style-type: none"> <li>explore and develop phases of the design process</li> </ul>	<p><b>Commercial design influences:</b></p> <ul style="list-style-type: none"> <li>develop design proposals for clients in consideration of economic, social and cultural factors</li> </ul>	<p><b>Human-centred design:</b></p> <ul style="list-style-type: none"> <li>designing with empathy as an approach to define problems by understanding and experiencing the needs and wants of a stakeholder</li> </ul>	<p><b>Sustainable design influences:</b></p> <ul style="list-style-type: none"> <li>develop sustainable ideas and design concepts in response to opportunities identified</li> </ul>

## 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 Assessment

Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Internal Assessment 1 (IA1): Design challenge (20%)</li> <li>Internal Assessment 2 (IA2): Project (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Internal Assessment 3 (IA3): Project (25%)</li> </ul>
<p>External Assessment (EA): Examination - extended response (25%)</p>	



*Recommended prerequisite: None*

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

## Pathways

Studying Engineering Skills focuses on developing practical skills and knowledge in engineering-related fields. It includes topics such as technical drawing, workshop practices, manufacturing processes, and the application of engineering principles to solve real-world problems. This subject prepares students for pathways in trades, engineering apprenticeships, and careers in manufacturing, construction, and other technical industries.

## Structure

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

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> <li>A1: Practical demonstration</li> <li>A2: Project</li> </ul>	<ul style="list-style-type: none"> <li>B1: Practical demonstration</li> <li>B2: Project</li> </ul>	<ul style="list-style-type: none"> <li>C1: Practical demonstration</li> <li>C2: Project</li> </ul>
Unit D	Unit E	Unit F
<ul style="list-style-type: none"> <li>D1: Practical demonstration</li> <li>D2: Project</li> </ul>	<ul style="list-style-type: none"> <li>E1: Practical demonstration</li> <li>E2: Project</li> </ul>	<ul style="list-style-type: none"> <li>F1: Practical demonstration</li> <li>F2: Project</li> </ul>



*Recommended prerequisite: None*

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

## Pathways

Studying Furnishing Skills focuses on developing practical skills and knowledge in designing, constructing, and finishing furnishing projects. It includes learning about materials, tools, techniques, and workplace health and safety practices relevant to the furnishing industry. This subject prepares students for pathways in cabinetmaking, carpentry, furniture design, upholstery, and other furnishing and construction-related trades.

## Structure

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

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit A	Unit B	Unit C
<ul style="list-style-type: none"> <li>A1: Practical demonstration</li> <li>A2: Project</li> </ul>	<ul style="list-style-type: none"> <li>B1: Practical demonstration</li> <li>B2: Project</li> </ul>	<ul style="list-style-type: none"> <li>C1: Practical demonstration</li> <li>C2: Project</li> </ul>
Unit D	Unit E	Unit F
<ul style="list-style-type: none"> <li>D1: Practical demonstration</li> <li>D2: Project</li> </ul>	<ul style="list-style-type: none"> <li>E1: Practical demonstration</li> <li>E2: Project</li> </ul>	<ul style="list-style-type: none"> <li>F1: Practical demonstration</li> <li>F2: Project</li> </ul>

*Recommended prerequisite: None*

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

Studying Industrial Technology Skills focuses on developing hands-on skills and practical knowledge related to trades and technical industries. It includes learning about tools, materials, techniques, and workplace health and safety procedures in areas such as construction, engineering, manufacturing, and maintenance. This subject prepares students for pathways into apprenticeships, traineeships, and careers in a variety of trades and technical fields.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Industrial Graphics Skills:</b> <ul style="list-style-type: none"> <li>Computer-aided manufacturing drafting</li> </ul>	<b>Furnishing Skills:</b> <ul style="list-style-type: none"> <li>Production in the commercial furniture industry</li> </ul>	<b>Industrial Graphics Skills:</b> <ul style="list-style-type: none"> <li>Computer-aided drafting - modelling</li> </ul>	<b>Building &amp; Construction Skills:</b> <ul style="list-style-type: none"> <li>Site preparation and foundations</li> </ul>

## Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

## Summative Assessment

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>A1: Practical demonstration</li> <li>A2: Project</li> </ul>	<ul style="list-style-type: none"> <li>B1: Practical demonstration</li> <li>B2: Project</li> </ul>	<ul style="list-style-type: none"> <li>C1: Practical demonstration</li> <li>C2: Project</li> </ul>	<ul style="list-style-type: none"> <li>D1: Practical demonstration</li> <li>D2: Project</li> </ul>



The successful completion of this course gives students (4) points towards their QCE.

## Qualification Description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require: a pathway to employment or further vocational training, reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3, entry level digital literacy and employability skills, and a vocational training and employment plan.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

## Pathways

Studying the Certificate II in Skills for Work and Vocational Pathways is designed to help students develop foundational skills needed for the workforce or further education. This qualification focuses on areas such as workplace communication, teamwork, numeracy, literacy, and digital literacy. It also helps students explore career options and prepare for vocational pathways.

This certificate prepares students for entry-level employment, apprenticeships, traineeships, or further study, equipping them with the essential skills to succeed across a range of industries and work environments.

## Units of Competency covered

- FSKLRG011 - Use routine strategies for work-related learning (Core)
- FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages for work (Group A)
- FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work (Group A)
- FSKLRG009 - Use strategies to respond to routine workplace problems (Group B)
- FSKLRG010 - Use routine strategies for career planning (Group B)
- FSKOCM006 - Use oral communication skills to participate in workplace teams (Group B)
- FSKOCM007 - Interact effectively with others at work (Group B)
- FSKRDG010 - Read and respond to routine workplace information (Group B)
- FSKWTG009 - Write routine workplace texts (Listed Elective)
- FSKDIG002 - Use digital technology for routine and simple workplace tasks (Listed Elective)
- FSKLRG006 - Participate in work placement (Listed Elective)
- BSBPEF101 - Plan and prepare for work readiness (Non-listed Elective)
- SIRXHWB001 - Maintain personal health and wellbeing (Non-listed Elective)
- SIRXWHS002 - Contribute to workplace health and safety (Non-listed Elective)

## Entry requirements/Other information

- Entry requirements: Nil
- Compulsory work placement component - 3x days of on-site work-related learning

## Packaging rules

- 14 units of competency
  - 1 core unit, plus
  - 13 elective units
- The electives are to be chosen as follows:
  - up to 5 units may be selected from Group A
  - at least 5 units must be selected from Group B
  - 3 units must be selected from any currently endorsed training package qualification or accredited course other than FSK
  - remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.
- Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.



The successful completion of this course gives students (8) points towards their QCE.

## Qualification Description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming. The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Pathways

Studying the Certificate III in Hospitality provides students with the skills and knowledge required to work in the dynamic and customer-focused hospitality industry. The qualification covers areas such as food and beverage service, customer service, hygiene practices, barista skills, event support, and basic bar operations. Students also develop key workplace skills, including communication, teamwork, and handling customer complaints.

This certificate prepares students for entry-level roles such as food and beverage attendant, barista, bar attendant, or front office assistant in cafes, restaurants, hotels, and other hospitality venues. It also serves as a pathway to further study in hospitality management or tourism.

## Units of Competency covered

- SITHIND006 - Source and use information on the hospitality industry (Core)
- SITHIND008 - Work effectively in hospitality service (Core)
- SITXCCS014 - Provide service to customers (Core)
- SITXCOM007 - Show social and cultural sensitivity (Core)
- SITXHRM007 - Coach others in job skills (Core)
- SITXWHS005 - Participate in safe work practices (Core)
- SITXFSA005 - Use hygienic practices for food safety (Group A)
- SITHCCC024 - Prepare and present simple dishes (Group B)
- SITHCCC025 - Prepare and present sandwiches (Group B)
- SITHFAB021 - Provide responsible service of alcohol (Group B)
- SITHFAB024 - Prepare and serve non-alcoholic beverages (Group B)
- SITHFAB025 - Prepare and serve espresso coffee (Group B)
- SITHFAB027 - Serve food and beverage (Group B)
- SITHGAM022 - Provide responsible gambling services (Group B)
- HLTAID011 - Provide First Aid (Group C)

## Entry requirements/Other information

- Entry requirements: Nil
- Compulsory structured work learning component - 36x 3 hour service periods on-site work-related learning

## Packaging rules

- 15 units must be completed:
  - 6 core units
  - 9 elective units, consisting of:
    - 1 unit from Group A
    - 6 units from Group B
    - 2 units from Group B, Group C, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.
- The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.



*The successful completion of this course gives students (8) points towards their QCE.*

## Qualification Description

This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities.

Individuals in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

## Pathways

Studying the Certificate IV in Business equips students with advanced skills and knowledge for success in a variety of business environments. The qualification covers key areas such as business operations, leadership, customer service, financial processes, project management, and workplace health and safety. It also focuses on developing communication, problem-solving, and organisational skills.

This certificate prepares students for roles such as office administrator, executive assistant, project officer, sales assistant, or team leader. It also provides a strong foundation for further study in business, management, or related disciplines.

## Units of Competency covered

- SIBSB CRT411 - Apply critical thinking to work practices (Core)
- BSBTEC404 - Use digital technologies to collaborate in a work environment (Core)
- BSBTWK401 - Build and maintain business relationships (Core)
- BSBWHS411 - Implement and monitor WHS policies, procedures and programs (Core)
- BSBWRT411 - Write complex documents (Core)
- BSBXCM401 - Apply communication strategies in the workplace (Core)
- BSBPEF401 - Manage personal health and wellbeing (Group A)
- BSBPEF401 - Develop personal work priorities (Group A)
- BSBCMM411 - Make presentations (Group B)
- BSBOPS405 - Organise business meetings (Group C)
- BSBPMG430 - Undertake project work (Group C)
- BSBMKG433 - Undertake marketing activities (Group D)

## Entry requirements

Entry requirements: Nil

## Packaging rules

- Total number of units = 12
- 6 core units plus
- 6 elective units, of which:
  - 2 elective units must be selected from Group A
  - for the remaining 4 elective units:
    - up to 4 units may be selected from Groups A – J
    - if not listed, up to 2 units may be selected from a Certificate III, Certificate IV or Diploma from this or any other currently endorsed Training Package qualification or accredited course.
- Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

**DUAL QUALIFICATION**

**ICT20120 - Certificate II in Applied Digital Technologies**



**ICT30120 - Certificate III in Information Technology**

**COURSE STRUCTURE – 2027**

**Course Duration: 2 Years**

UNITS - YEAR 1	TYPE		WEEKS DELIVERY	
	ICT20120	ICT30120		
BSBWHS211	Contribute to the health and safety of self and others	Core	NA	2
BSBSUS211	Participate in sustainable work practices	Core	NA	4
BSBTEC202	Use digital technologies to communicate in a work environment	Core	NA	2
ICTICT213	Use computer operating systems and hardware	Core	Group I	7
ICTICT214	Operate application software packages	Core	Group I	7
CUASOU212	Perform basic sound editing	Group B	Group D	3
ICTSAS214	Protect devices from spam and destructive software	Group A	Group C	1
ICTICT215	Operate digital media technology packages	Core	Group F	5
BSBXCS301	Protect own personal online profile from cyber security threats	Group A	Group D	3
			<b>YEAR 1 TOTAL</b>	<b>35</b>
UNITS - YEAR 2				
BSBXCS302	Identify and report online security threats	Group A	Group D	3
BSBXTW301	Work in a team	Import	Core	4
BSBCRT301	Develop and extend critical and creative thinking skills	Import	Core	5
BSBXCS303	Securely manage personally identifiable information and workplace information	NA	Core	4
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	NA	Core	5
ICTPRG302	Apply introductory programming techniques	NA	Core	5
ICTSAS305	Provide ICT advice to clients	NA	Core	4
ICTSAS308	Run standard diagnostic tests	NA	Group G	2
ICTICT309	Create ICT user documentation	NA	Group F	2
			<b>YEAR 2 TOTAL</b>	<b>35</b>

All units are shown in IVET’s standard (suggested) sequence of delivery. The weeks delivery per unit is based on a 70-week delivery period.



**REQUIRED WEEKLY TIME COMMITMENT (Scheduled<sup>^</sup>)**

<b>In-class</b>	<b>6.5 hrs</b>	<b>Homework</b>	<b>1.5 hrs</b>
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<sup>^</sup>Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students’ overall learning occur in a variety of ways - this will be documented in the course’s Master Training & Assessment Strategy.

All information provided is current at the time of print, however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.

Additional subjects and VET qualifications are available to students through the School of Distance Education and/or other External Registered Training Organisations.

All additional courses are subject to eligibility conditions; please make an appointment with a member of the Senior Schooling team to discuss options.



*This guide was correct at the time of publishing but is subject to change.  
(Updated May 2026)*