Moranbah State High School

2026

Year 10 into 11 Subject Selection Handbook

Tomorrow's Future Today

A Message from the Principal
Mrs Anna Osborn

Dear Parents and Students,

Moranbah State High School is committed to assisting you and your child in making informed decisions about their subject selections and starting the conversation about their career pathways. The information provided in this subject information booklet will assist you in the subject selection process for your student.

In Year 10, students will be taking their first steps towards preparing themselves for their senior pathway. The elective subjects that are chosen for study for Year 10 should have a distinct link to the students interests, possible senior subjects, and the pathway they wish to pursue in Year 11 & 12 or beyond school. A senior pathway is formally documented in Semester 2 of Year 10 where students and families have a meeting to establish their child's Senior Education and Training (SET) Plan.

The SET plan in Year 10 is extremely important document as it greatly assists students in mapping out a plan to ensure they are eligible to receive a Queensland Certificate of Education (QCE) at the completion of Year 12.

There are many pathways to gain a QCE at conclusion of Year 12 at Moranbah State High School, and in Year 10 preparation for senior begins through a range of;

- Core Australian Curriculum subjects
- Elective Australian Curriculum subjects
- Vocational Education and Training (VET) Certificates
- Commencement of a school-based traineeship or apprenticeship
- Literacy and Numeracy Short Courses
- Work Experience and a Career Education

For our current Year 9 students, it is important that they consider their strengths, demonstrated academic achievement, and vocational or career goals when choosing subjects for future pathways. In order for students to complete Year 10 successfully it is important that they choose subjects that set them up well for their future.

The purpose of this information booklet is to provide a guide for students and parents with information about Year 10 subject selections and the subjects and prerequisites required for senior. Please be aware that some subjects will have a levy as they do in Year 9.

If we can offer any further assistance, please do not hesitate to contact the school.

Anna Osborn
Principal
Moranbah State High School

Senior Education Profile

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

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

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

Senior Statement

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

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland – this is not a Queensland Certificate of Education (QCE)

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

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 a QCAA learning account will be opened.

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

QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

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

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

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Set pattern

Within the set pattern requirement, there are three 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 accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	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 of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- 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
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

About the QCIA

Eligibility

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway should begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student's best interest.

A student is eligible for the issue of a QCIA when all criteria are met:

- the student is nominated for the issue of the certificate by the principal of a school at which the person is enrolled
- the student has completed Year 10
- at least one result for contributing studies for the certificate is recorded in a student account kept for the person
- the student completes studies that are part of an individual learning program developed for the student at the school
- the students has not previously been issued with a QCIA, QCE, Senior Certificate, or equivalent interstate or overseas qualification.

Contributing Studies

Students cannot receive both a QCE and a QCIA upon completion of senior schooling; however, a student may be issued with a QCIA and also have learning recorded as credit towards the QCE.

For a student to remain eligible to receive a QCIA, they may record up to a **maximum of three** completed QCE-contributing studies from the Core learning category in the learning account, regardless of level of achievement. In this situation, a QCE may be achieved and issued post-school.

A student eligible for the QCIA may also record achievements for other learning categories of the QCE in the learning account, e.g. courses from the Preparatory learning category, such as a VET Certificate I. A typical pattern of enrolment in QCE-contributing studies for a QCIA-eligible student may include a Short Course, an Applied subject or a Certificate I or Certificate II course. Completed and partially completed QCE learning is recorded on a Senior Statement and cannot be duplicated on the QCIA.

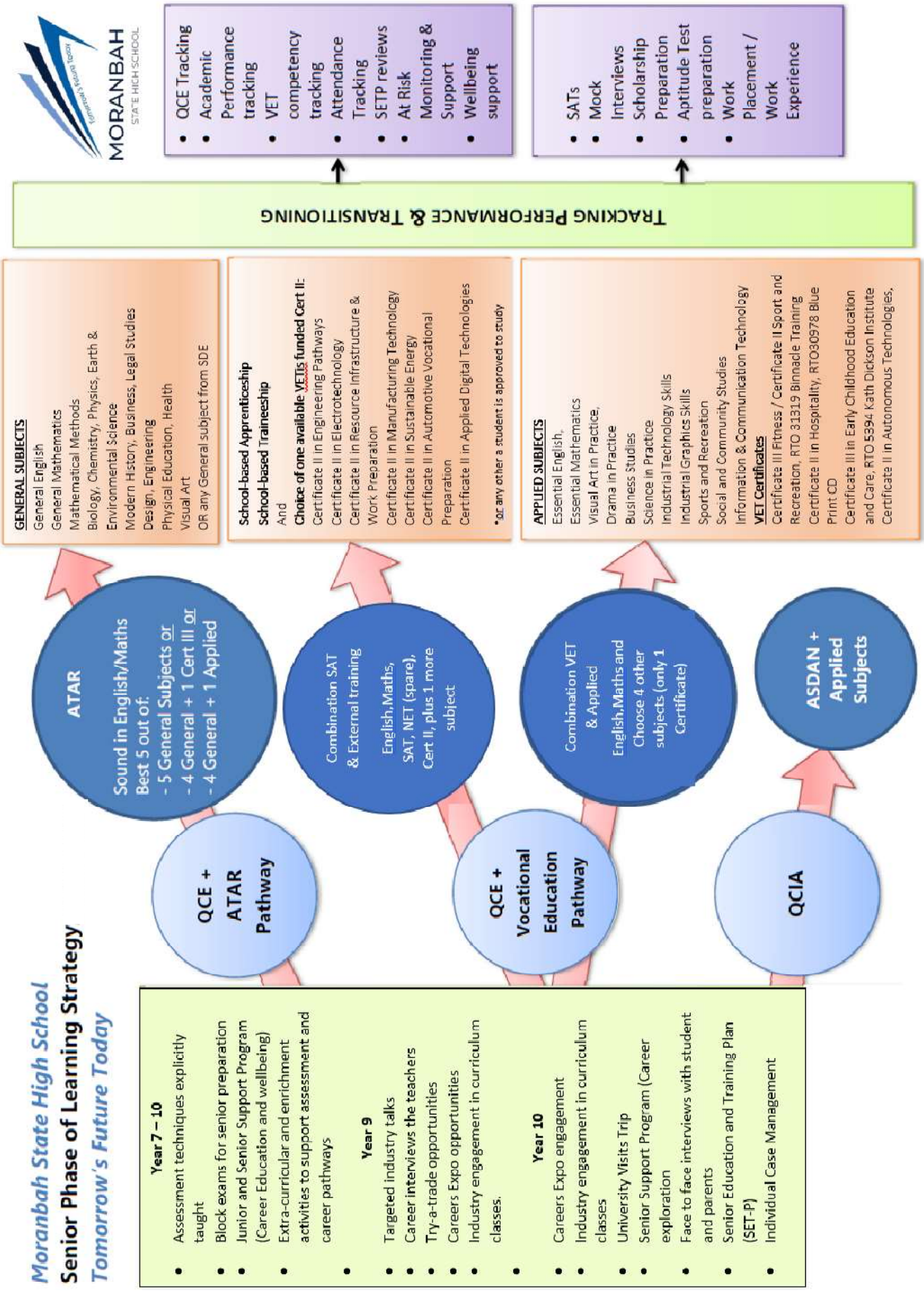
Process

- School staff, student and parents/carers — as part of the SET Plan process — discuss students' current level of learning, strengths, goals and interests, and QCE and QCIA learning pathways.
- Student completes a SET Plan identifying the QCIA learning pathway, with QCE-contributing studies if appropriate
- Once a QCIA pathway is chosen, DLC teacher identifies curriculum organisers and learning focuses
- DLC Teacher identifies learning goals from the curriculum organisers that match the student's needs and interests, in consultation with parents and student
- Learning goals are chosen from the five different curriculum organisers below and are implemented into an individual portfolio:

Curriculum organisers				
Communication and technologies	Community, citizenship and the environment	Leisure and recreation	Personal and living dimensions	Vocational and transition activities
CT	CCE	LR	PLD	VTA
				

- Once learning goals have been developed in relation to a student's chosen subjects and the curriculum organisers, students complete set work within their chosen subjects to gather evidence for their portfolio, which is submitted at the completion of their senior schooling to obtain their school certificate
- Students attend normal classes and complete work set by the classroom teacher to gain evidence for their portfolio. Students do not sit senior exams and do not have to complete full requirements of assessment
- Students will be reported on in relation to the progress of their portfolio, and effort and behaviour – not the subjects they may attend as part of their senior pathway.

Moranbah State High School – Senior Phase Map



Our Curriculum Offerings

Moranbah SHS offers its students a wide variety of subjects throughout the Senior Phase of Learning, incorporating Years 11 to 12. There are four types of senior subjects offered at Moranbah SHS:

- General Subjects
- Applied Subjects
- Vocational Education & Training (VET) Certificates
- Distance Education or Start University Now Courses

Australian Curriculum in Year 10

Successful completion of Year 10 and passing the requirements of the Australian Curriculum, prepares a student for Senior Subjects. Students not meeting the expectations in Year 10 will either limit options, require AARA conditions, or consider employment alternatives. Student achievement in accredited vocational education competencies in Year 10 (based on industry-endorsed competency standards) may give advanced standing towards a school-based traineeships or apprenticeships and/or credit on entry to courses at TAFE institutes and other registered training organisations.

Vocational Education and Training (VET) Certificates

Student achievement in accredited vocational education competencies (based on industry-endorsed competency standards) may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. VET certificates contribute to the QCE if the required competencies or qualification is attained. There are a range of VETiS funded courses students may be eligible to access online. Please see the VET section for more details.

General Subjects

These subjects, approved by the Queensland Studies General (QCAA), are offered state wide in Queensland secondary schools and colleges. They contribute to the Queensland Certificate of Education (QCE) if the required level of achievement is attained. They also contribute to an ATAR (see below).

Applied Subjects

Applied subjects, approved by the Queensland Studies General (QCAA), are offered state wide in Queensland secondary schools and colleges. They may be used in the calculation of an ATAR. Applied subjects emphasise practical skills and knowledge relevant to specific industries. They contribute to the QCE if the required level of achievement is attained.

ATAR (Australian Tertiary Admission Rank) Eligibility

ATAR's are used to gain entry into tertiary institutions such as universities. ATAR's are calculated based on the results students receive in their chosen subjects. An ATAR will be given based on the best five results a student achieves. Combinations of subjects that will result in an ATAR being awarded are shown below:

General Subjects	Applied Subjects	Certificate III or Higher	English or Essential English
6			✓
5	1		✓
5		1	✓
4	2		✓
4	1	1	✓

ATAR Ranking (VET Certificates pathway)

Entry to university is also possible through completing a Certificate III or IV, or a Diploma course whilst at school. Universities acknowledge the level of learning demonstrated in certificate courses and award a "Ranking" to the student. (i.e. Certificate III = 68 ATAR, Diploma = 90 ATAR – depending on the university). This ranking combined with the university degrees pre-requisites provides an entry pathway for students who are not able (or interested) in General Subjects whilst at school.

Students should keep the following points in mind:

Students study six subjects unless undertaking a School-Based Traineeship or Apprenticeship or Work Placement, in which case they may elect to five subjects. Students who require an ATAR for tertiary entrance into a university must choose at least four General subjects within their choice of six subjects. While Essential English does contribute towards an ATAR, most university courses have English as a pre-requisite. Students should check the QTAC guide prior to choosing their English subject. Students not requiring an ATAR may study any combination of General, Applied or VET Certificates.

All students should consult with the Deputy Principal (Senior School) and Head of Department Senior School about course choices which suit their needs. Once course choices are made, students should complete the Subject Selection Online Form via OneSchool, indicating their preferred subjects for Year 10. All students at Moranbah SHS must study one (1) course from the English curriculum area and one (1) course from the Mathematics curriculum areas.

In order to offer a diverse curriculum, some subjects may be organised with the assistance of the Brisbane, Capricornia or Cairns School of Distance Education, or other institutions e.g. TAFE and Private Registered Training Organisations (RTO's). This may depend on the class size and/or human/material resources. Please note – students need to be very self-motivated to undertake these external courses and should limit the number they attempt.

A snapshot of what we offer

The following table outlines the General, Applied and VET courses we are hoping to offer at Moranbah SHS in 2026. This is not an exhaustive list. **Some courses may not be offered due to student numbers and staffing requirements.** Additional subjects may be undertaken through Distance Education if necessary.

Department	General	Applied	VET Certificates
Mathematics	General Mathematics Mathematical Methods	Essential Mathematics	
English	English	Essential English	
Arts	Visual Arts	Arts in Practice Media Arts in Practice Music in Practice Visual Arts in Practice	
Science	Biology Chemistry Physics	Science in Practice	
Health and Physical Education	Physical Education Health	Sport and Recreation	*Certificate III Fitness
Humanities	Business Legal Studies Modern History Geography	Business Studies Social and Community Studies Tourism	
Technologies		Industrial Graphics Skills Industrial Technology Skills Information & Communication Technology	* Certificate II in Hospitality Certificate II in Engineering Pathways *Certificate II in Autonomous Technologies
Externally	Range of VET and subject options from external providers to support career pathways		

** These certificate courses are offered through External Registered Training Organisations. Further details in later pages.*

Choosing Subjects

It is important that students choose senior courses carefully as their decisions may affect the types of occupations they choose in the future, as well as their success and feelings about school.

We suggest students choose subjects which:

- they enjoy
- they achieve good results in
- they meet the pre-requisites for
- reflect their interests and abilities
- help them reach their goals
- develop both life and work skills and knowledge for later life.

Questions parents can ask their children

- How well have you coped with similar subjects in the past?
- Do you wish to undertake tertiary studies at university after Year 12? If you do, then you should study a minimum of five General Subjects out of six to be selected. This is because mainly General Subjects are used in the calculation of the ATAR.
- If you know which tertiary course you would like to study, check the pre-requisite subjects necessary for entry into that course in the QTAC guide. Most courses will have English, not Essential English as the prerequisite.
- If you do not know which tertiary course you are interested in, or if you wish to undertake tertiary studies, where possible, choose subjects that keep as many options open as possible.
- If you do not wish to study at a tertiary institution after Year 12 and you want to acquire skills that may help you get a job after year 12, then a selection of Applied Subjects and VET Certificates may be advisable.
- Vocational Education Certificates could provide a pathway to a job that attracts you. Success in these types of certificates may give you advanced standing (credit) to a higher level course that you are interested in e.g.: a Certificate II in Hospitality could lead to Certificate III or IV in Tourism and Hospitality.
- After considering all the factors above, try to choose your best subjects and the ones you enjoy the most. Make your senior years of school enjoyable.
- Read carefully all of the subject descriptions in this booklet. Look at the type of assessment, abilities required etc. Further queries regarding subjects may be directed to relevant teachers, Head of Department, and Guidance Officer.

Do your research

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

- Read subject descriptions and course outlines carefully
- Talk to Heads of Departments and teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Check subject prerequisite expectations
- Fully understand the requirements of the subject assignments, exams, safety, trips, camps etc.

Need further assistance in making decisions?

Contact the school to arrange an appointment with the Deputy Principal, Heads of Department, the Guidance Officer or relevant teacher. More information can be found at http://www.qcaa.qld.edu.au.

Senior Education and Training Plan (SET Plan)

The Queensland government has laws in place which require young people to be "learning or earning". All young people will be required to complete Year 10 at school and go on to undertake a further two years of education and/or training, until they achieve a Queensland Certificate of Education, Senior Statement or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete Year 12 or equivalent.

A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway. Moranbah SHS works with students to develop and then implement their SET Plans. This plan assists them to make good choices about further learning and work.

The SET Plan is designed to:

- Work as a "road map" to help students achieve their learning goals during the Senior Phase of Learning
- Include flexible and co-ordinated pathway options
- Assist students to examine further options across education, training and employment sectors
- Help students to communicate with their parents/carers, Guidance Officer or teachers about their intended pathways

In their personalised plan, students will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of our school. This allows them to create more options and flexibility in their learning. The plan can be altered if they decide to change direction and explore different learning pathways.

How to complete SET Plan

Students can access their SET Plans through One School by logging into their Managed Internet Service (MIS) account. Through the One School application, students can also set goals and targets relating to each of their subjects. They can also access their academic results and add a range of other information relating to their education. Once this is completed, students can print a report displaying their career information in a user-friendly document. Students having difficulty accessing their information on One School need to contact their ICT Co-ordinator.

Who will access the SET Plan

During students' final years of education, there will be many occasions where students SET plans are accessed. The Deputy Principal, Heads of Department, Guidance Officer and Career Transition Officer may access students SET Plans when:

- confirming students' subject choices are correct for their chosen pathway
- students are considering subject changes
- advertising School Based Traineeships and Apprenticeships
- offering day trips, courses or other opportunities.

Students can update their SET plan at any time by accessing http://olsp.eq.edu.au.

University Pathways

Australian Tertiary Admissions Rank – Who needs an ATAR and how is it calculated?

An ATAR is needed by anyone who is thinking of continuing with his/her studies after Year 12 at a tertiary institution. This is calculated by QTAC using algorithms that take the students best results and assigning them an ATAR ranking. A student's ATAR is dependent on how well they achieve in their subjects. Students need to choose subjects in which they have the best chance of doing well and which they will enjoy. The ATAR will be reported in 1000 bands. Each band increases by 0.05 from 0.00 to 99.95. For more information about the new system visit https://www.qtac.edu.au/tier-1-atar/.

Students completing Year 12 in Moranbah may be entitled to apply for ATAR rank adjustments due to locations, access to limited variety of subjects, missed time at school due to demanding sport/artistic/cultural endeavours etc. The Guidance Officer can give more information on this to students when they fill out their QTAC applications.

School of Distance Education

Where Moranbah SHS cannot offer a subject due to timetabling structure or low student numbers wanting to undertake certain subjects, Distance Education can be a viable alternative. The Brisbane, Capricornia, Cairns and Charters Towers Schools of Distance Education may offer subjects to students with extensive materials including lesson notes, exercises, activities and assignments. These are completed under the direction of the SDE teacher in accordance with a Work Rate or Term Calendar. In addition, students have a timetabled lesson with their teacher via the internet or teleconference facilities on a regular basis (usually two lessons per week).

Many courses are currently available via SDE. The SDE websites will have comprehensive lists of subjects on offer.

Brisbane:	http://www.brisbanesde.qld.edu.au
Cairns:	http://www.cairnssde.qld.edu.au
Capricornia:	http://www.capriconriasde.qld.edu.au
Charters Towers:	https://charterstowerssde.eq.edu.au

To perform well in SDE courses, students generally need to be:

- Self-directed with the ability to work independently as well as being prepared to collaborate with other students and the teacher
- Competent users of technology or willing to acquire the necessary skills
- Self-motivated and punctual to online lessons.

VET – Vocational Education and Training

What is VET?

Vocational Education and Training (VET) is education and training to successfully enter the workforce. Moranbah State High School is a Registered Training Organisation (RTO 30402) that is authorised to deliver nationally accredited training to year 10, 11 and 12 students.

Units of Competency

Within each Certificate, is a number of core and elective units of competency that student's must demonstrate their ability in.

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy, and occupational health and safety requirements. The unit of competency does not specify the content, only the outcomes.

Each unit of competency will be outlined in a Skills Checklist where students can explicitly determine the elements of competency and the performance criteria. To be determined "Competent", a student must demonstrate a consistent ability to apply knowledge and skills to an industry standard.

Evidence Gathering Techniques

Throughout the Certificate course, evidence will be gathered to determine competence through a range of techniques, including:

- Observations with checklists
- Projects and portfolios
- Questioning
- Reports from workplace supervisor

Vocational Outcomes

On successful completion of the vocational units of competency in your Certificate course, you should:

- Be able to carry out a range of entry-level employment tasks within a position;
- Possess a range of skills, attitudes and knowledge that will assist you in roles not specifically related to employment e.g. as a student and as a citizen in general; and
- Be eligible for appropriate credit into related courses offered by a number of other training providers, including TAFE Queensland, where such courses, or the relevant parts thereof, are based on the same industry competency standards.

VETis Funding and Course Fees

- The government is currently reviewing how it provides funded opportunities to school students in Queensland. VETis stands for Vocational Education and Training in Schools.
- A student is eligible for funding for one Certificate II course delivered by an external training provider (government covers the cost of delivery)
- A student can study as many certificates delivered by schools as they like (School is the RTO)
- In 2026, the government will fund either a VETis course or a SAT, NOT BOTH. In this event, a student can continue in their courses for a fee, or withdraw, and start their SAT (school-based Traineeship or Apprenticeship)

School-Based Apprenticeships and Traineeships

A school-based apprenticeship or traineeship (SAT) is a contract of training and paid employment where a school student's timetable or curriculum reflects a combination of work, training and school study. This allows the student to complete Year 12 while gaining experience in industry and working towards a nationally recognised vocational qualification.

Students enrolled in SATs are primarily Year 11 or 12 students. Traineeships are normally completed during Year 11 and 12, whereas apprenticeships continue after Year 12. SATs are only available to students when an industry representative has the willingness and the human resource requirements to offer a vacancy. Students are normally required to work one day per week, depending on the type of industry. School-based trainees at Moranbah SHS are currently working in areas such as Automotive Mechanic, Business Admin, Dental Admin/Patient Services, Childcare, Diesel Fitting, Electro-technology, Hairdressing, Hospitality, Information Technology, Medical Adm/Patient Services, Personal Training, Pharmacy, Retail, Tyre Fitting, and Warehousing.

So how does one commence a school-based traineeship? Firstly, a vacancy must be identified. Businesses can contact the school if they wish to take on a trainee or if they wish to know more about traineeships. Students have also been known to alert us of potential traineeships. A selection process may be needed if there are many applicants for the one position. There will be a period of work experience prior to signing into a SAT to make sure both employer and employee are happy with the role. As SATs are school-based, and the potential trainee will be representing Moranbah SHS in the community, past performance at school may be used to help assess suitability for a SAT candidate. Once the candidate is assessed as suitable, a meeting with an Apprenticeship Centre is organised to finalise paperwork and ensure that all parties are committed.

Traineeships are not just for those students who want to fast track their way to the workforce. ATAR eligible students with tertiary aspirations and students with disabilities are finding that school-based traineeships have benefits for them. Most completed school-based traineeships are worth 4 points towards a QCE, some are worth more.

Students who complete school-based traineeships will have real work experience, paid employment, a nationally recognised vocational qualification and an increased sense of worth as they prepare for their post school future.

GENERAL SUBJECTS

Tomorrow's Future Today

GENERAL MATHEMATICS	QCE Points
Department: Mathematics	**Unit 1: 1 Points**
Head of Department: Lauren Brannolte	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

General Mathematics major domains are number and algebra, measurement and Earth geometry, statistics, networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including linear relations, algebra, sequences, the use of matrices and networks to model and solve authentic problems, the use of measurement and trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- comprehend mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Prerequisites

Students wishing to study General Mathematics must achieve a B or above in Year 10 Mathematics.

Structure

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

Assessment

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

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

Summative assessments

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

MATHEMATICAL METHODS	QCE Points
Department: Mathematics	**Unit 1: 1 Points**
Head of Department: Lauren Brannolte	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Mathematical Methods major domains are algebra, functions, relations and their graphs, calculus and statistics.
Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum.

Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Prerequisites

Students wishing to study Mathematical Methods must achieve a B or above in Year 10 Mathematics Extension.

Structure

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

Assessment

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

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

Summative assessments

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

GENERAL ENGLISH	QCE Points
Department: English	**Unit 1: 1 Points**
Head of Department: Sharon Mills	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

English focuses on the study of both literary texts and non-literary texts. The subject develops students as independent, innovative and creative thinkers. General English students appreciate language, complex perspectives, and they challenge ideas and interpretations through the analysis and construction of varied texts.

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

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning

Objectives

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

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

Prerequisites

Students wishing to study General English must achieve a B or above in Year 10 English.

Structure

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

Assessment

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

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

Summative assessments

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

VISUAL ART (ALTERNATE SEQUENCE)	QCE Points
Department: The Arts	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Prerequisites

Students wishing to study Visual Art must achieve a C or above in Year 10 English.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination			

BIOLOGY (Alternative Sequence)	QCE Points	
Department: Science	**Unit 1:**	**1 Points**
Head of Department: Jason McKane	**Unit 2:**	**1 Points**
Status: General Subject	**Unit 3&4:**	**2 Points**

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Prerequisites

Students wishing to study Biology must achieve a B or above in Year 10 Science, Year 10 Maths and Year 10 English.

Recommended subject pairings: General English and one of Mathematical Methods or General Mathematics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

CHEMISTRY	QCE Points
Department: Science	**Unit 1: 1 Points**
Head of Department: Jason McKane	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Prerequisites

Students wishing to study Chemistry must achieve a B or above in Year 10 Science, Year 10 English and Year 10 Maths.

Recommended subject pairings: General English and one of Mathematical Methods or General Mathematics

Structure

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

Assessment

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

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

Summative assessments

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

PHYSICS (ALTERNATE SEQUENCE)	QCE Points	
Department: Science	**Unit 1:**	**1 Points**
Head of Department: Jason McKane	**Unit 2:**	**1 Points**
Status: General Subject	**Unit 3&4:**	**2 Points**

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales.

They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Prerequisites

Students wishing to study Physics must achieve a B or above in Year 10 Science, Year 10 English and Year 10 Maths.

Recommended subject pairings: General English and one of Mathematical Methods or General Mathematics

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Physics of motion • Linear motion and force • Gravity and motion	**Einstein's famous equation** • Special relativity • Ionising radiation and nuclear reactions • The Standard Model	**The transfer and use of energy** • Heating processes • Waves • Electrical circuits	**Electromagnetism and quantum theory** • Electromagnetism • Quantum theory

Assessment

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

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

Summative assessments

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

PHYSICAL EDUCATION (ALTERNATE SEQUENCE)	QCE Points
Department: HPE and Sport	**Unit 1: 1 Points**
Head of Department: Lauren King	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Pre-requisites

Students wishing to study Physical Education must achieve a B or above in Year 10 Health and Physical Education and a C or above in Year 10 English.

Structure

In 2026, students choosing to study Physical Education will be completing an alternative sequence (AS) to allow for Year 11 and 12 students to be combined in the one class. Please see below for the 2026-2027 course structure.

AS Unit 3	AS Unit 4	AS Unit 1	AS Unit 2
• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity	• Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	• Functional anatomy and biomechanics integrated with a selected physical activity • Motor learning integrated with a selected physical activity

Assessment

In AS Units 3 and 4 (Year 11), students will complete four formative assessments that directly reflect the summative assessments completed in the second half of the two-year course.

In AS Units 1 and 2 (Year 12), students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments for 2026-2027 course

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

HEALTH	QCE Points	
Department: HPE and Sport	**Unit 1:**	**1 Points**
Head of Department: Lauren King	**Unit 2:**	**1 Points**
Status: General Subject	**Unit 3&4:**	**2 Points**

Health 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.

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

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

Pathways

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

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use the health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes

Pre-requisites

Students wishing to study Physical Education must achieve a B or above in Year 10 Health and Physical Education and a C or above in Year 10 English.

Structure

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

Assessment

In Units 1 and 2 (Year 11), students will complete four formative assessments that directly reflect the summative assessments completed in the second half of the two-year course.

In Units 3 and 4 (Year 12) students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments for 2026-2027 course

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

BUSINESS	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Prerequisites

Students wishing to study Business must achieve a C or above in Year 10 English and a C or above in Year 10 Business Studies.

Structure

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

Assessment

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

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

Summative assessments

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

LEGAL STUDIES (ALTERNATE SEQUENCE)	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

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

Prerequisites

Students wishing to study Legal Studies must achieve a B or above in Year 10 Humanities.

.Structure

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

Assessment

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

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

Summative assessments

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

MODERN HISTORY (ALTERNATE SEQUENCE)	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Prerequisites

Students wishing to study Modern History must achieve a B or above in Year 10 Humanities.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	**Movements in the modern world** • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)	**National experiences in the modern world** • Germany since 1914 (World War I begins) • Israel since 1917 (announcement of the Balfour Declaration)	**International experiences in the modern world** • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)

Assessment

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

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

Summative assessments

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

GEOGRAPHY (ALTERNATE SEQUENCE)	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: General Subject	**Unit 3&4: 2 Points**

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

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

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

Summative assessments

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

APPLIED SUBJECTS

Tomorrow's Future Today

ESSENTIAL MATHEMATICS	QCE Points
Department: Mathematics	**Unit 1: 1 Points**
Head of Department: Lauren Brannolte	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Essential Mathematics major domains are number, data, location and time, measurement and finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from number, data, location and time, measurement and finance
- comprehend mathematical concepts and techniques drawn from number, data, location and time, measurement and finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from number, data, location and time, measurement and finance contexts.

Structure

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

Assessment

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

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

Summative assessments

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

ESSENTIAL ENGLISH	QCE Points
Department: English	**Unit 1: 1 Points**
Head of Department: Sharon Mills	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.
Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and/or global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

ARTS IN PRACTICE	QCE Points
Department: The Arts	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Arts in Practice students respond to authentic, real-world stimulus (e.g. community issues, events, stories, performances, media, places, objects, or the work of artists and industry professionals), making connections between arts-making purposes and contemporary contexts. They explore and combine practices from the visual, performing and media arts — dance, drama, media arts, music and visual arts — using interdisciplinary approaches to create arts works. Throughout the course, students experiment with and apply a range of art-making tools, techniques and processes, working independently and collaboratively to produce performances, products, or combinations of both.

When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting on and evaluating the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with an independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create resolved arts works for diverse purposes and audiences.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment in a range of fields, including performing arts, community arts, entertainment, event management, music production, media production, visual arts, design, arts administration, technical production, creative industries, and collaborative project-based work across a variety of artistic and industry contexts.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

Assessment

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

Technique	Specifications	Conditions
Project	Plan an arts work, Make an arts work Evaluate own or others' arts work/s	Conditions • Students can develop their responses in class time and their own time. • This is an individual task. • Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline. Response requirements Arts work A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded): up to 4 minutes Planning and evaluation of arts work One of the following:

		• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Product or Performance	Make an arts work	Conditions • Students can develop their responses in class time and their own time. • The arts work may be created or performed individually or in groups. Students must be assessed individually. • Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline. Response requirements Arts work A product or performance using one of the following: • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded): up to 4 minutes

DRAMA IN PRACTICE	QCE Points
Department: The Arts	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

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.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

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

MEDIA ARTS IN PRACTICE	QCE Points
Department: The Arts	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

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

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

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

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes Still image: up to 4 media artwork/s

MUSIC IN PRACTICE	QCE Points
Department: The Arts	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Music in Practice students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music.
Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.
Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

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

Structure

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

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

Assessment

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

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

VISUAL ARTS IN PRACTICE	QCE Points
Department: The Arts	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

SCIENCE IN PRACTICE	QCE Points
Department: Science	**Unit 1: 1 Points**
Head of Department: Jason McKane	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

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

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

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

- Describe ideas and phenomena.
  - Students give an account of scientific ideas and phenomena and the skills and processes used to complete a scientific task. They express information in a variety of modes using scientific language, representations and genre conventions.
- Execute procedures.
  - Students demonstrate skills and processes to complete a scientific task. They collect and collate information from primary and secondary sources. Students follow workplace health and safety procedures and ethical and environmental considerations.
- Analyse information.
  - Students recognise a variety of forms of information produced from experiments and research, e.g. words, symbols, pictures, graphs. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations.
- Interpret information.
  - Students draw conclusions from their analysis of information from experiments and research. They identify expectations and requirements in scenarios.
- Evaluate conclusions and outcomes.
  - Students make judgments about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts. They make recommendations about future investigations and projects.
- Plan investigations and projects.
  - Students make decisions about methodologies, sources and processes to reach conclusions and achieve outcomes. They ensure that workplace health and safety and ethical and environmental considerations are incorporated into planning.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Unit option	Unit title
Unit option A	Forensic Science
Unit option B	Looking outwards (others)
Unit option C	Diseases
Unit option D	Consumer Science

Assessment

- For Science in Practice, students complete two assessments per unit, the assesments used in Science in Practice are:

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

SPORT AND RECREATION	QCE Points
Department: HPE and Sport	**Unit 1: 1 Points**
Head of Department: Lauren King	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

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

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

Pathways

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

Objectives

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

1. Investigate activities and strategies to enhance outcomes in sport and physical activity.
2. Plan activities and strategies to enhance outcomes in sport and physical activity.
3. Perform activities and strategies to enhance outcomes in sport and physical activity.
4. Evaluate activities and strategies to enhance outcomes in sport and physical activity.

Structure

The Sport & Recreation course is designed around selecting four units from the 2024 Sport and Recreation syllabus. At Moranbah State High School we select to study units with topics that best suit the context of our school and our student's interests.

Unit 1	Unit 2	Unit 3	Unit 4
Event Management • Performance (Sports Marketing) • Project (Pickleball Tournament)	**Coaching and Officiating** • Performance (officiating) • Project (Coaching)	**Challenge in the Outdoors** • Performance (Completing orienteering course) • Project (Designing orienteering course)	**Optimising Performance** • Performance (Sports First Aid) • Project (Fitness or Sport First Aid)

Assessment

In Units 1 and 2 (Year 11), students will complete four formative assessments that directly reflect the summative assessments completed in the second half of the two-year course.

In Units 3 and 4 (Year 12) students complete four summative assessments. The results from each of the assessments are use to determine an overall subject result (A–E).

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

BUSINESS STUDIES	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- Explain business concepts, processes and practices using relevant terminology.
- Examine business information to identify features and relationships in business situations.
- Apply business knowledge to evaluate options and make informed decisions.
- Communicate responses effectively using a range of modes for different audiences and purposes.
- Evaluate projects by reflecting on outcomes and identifying improvements.

Structure

Students will study four of these units across the course
• Working in Administration • Working in Finance • Working with Customers • Working in Marketing • Working in Events • Entrepreneurship

Assessment

Project	Extended response
Conditions • Students can develop their responses in class time and their own time. • This is an individual task. Response requirements Action plan One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words	Conditions • Students can develop their responses in class time and their own time. • This is an individual task. Response requirements One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

SOCIAL AND COMMNITY STUDIES	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- Explain personal and social concepts and skills using relevant terminology.
- Examine information to identify perspectives and approaches related to personal and social issues.
- Apply personal and social knowledge to make informed decisions that support positive outcomes.
- Communicate responses effectively using a range of modes for different audiences and purposes.
- Evaluate projects by reflecting on processes, outcomes and possible improvements.

Structure

Students will study four of these units across the course
• Lifestyle and Financial Choices • Healthy Choices for Body and Mind • Relationships and Work Environments • Legal and Digital Citizenship • Australia and it's Place in the World • Arts and Identity

Assessment

Project	Extended response

Conditions
• Students can develop their responses in class time and their own time.
• This is an individual task. The following aspects of the task may be completed as a group
  ○ devising and refining guiding questions
  ○ collecting and collating information.
Response requirements
Item of communication
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
• Spoken: up to 4 minutes, or signed equivalent
• Written: up to 600 words
Documented process
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
• Spoken: up to 3 minutes, or signed equivalent
• Written: up to 400 words
	Conditions
	• Students can develop their responses in class time and their own time.
	• This is an individual task.
	Response requirements
	One of the following:
	• Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
	• Spoken: up to 7 minutes, or signed equivalent
	• Written: up to 1000 words

TOURISM	QCE Points
Department: Humanities	**Unit 1: 1 Points**
Head of Department: Ashleigh Partridge	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Tourism provides opportunities for students to develop knowledge, understanding and skills related to the tourism industry and its role in local, national and global contexts.

Students develop their understanding of the social, cultural, environmental and economic impacts of tourism through exploring tourism practices, client needs, sustainability and the operations of the travel, hospitality and visitor services sectors.

Students develop practical, creative and workplace skills by planning projects, analysing tourism opportunities and challenges, making informed decisions, and reflecting on tourism processes and outcomes.

Pathways

A course of study in Tourism can establish a basis for further education and employment in the travel, hospitality and visitor services industries, including roles in tourism operations, event coordination, tour guiding, hotel and resort management, marketing, customer service and ecotourism.

Objectives

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

- Explain tourism principles, concepts and practices using relevant terminology.
- Tourism data and information to identify patterns, trends and relationships.
- Tourism knowledge to analyse opportunities and challenges and make informed decisions.
- Communicate responses using written, spoken, graphical and auditory modes for different audiences and purposes.
- Evaluate projects by reflecting on plans, processes, outcomes and possible improvements.

Structure

Core topics	Elective topics (students will study four of these across the unit)
The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. These skills are embedded in each unit.	• Tourism and Travel • Tourism Marketing • Tourism Trends and Patterns • Tourism Regulation • Tourism Industry and Careers

Assessment

Investigation	Project
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Conditions • Students can develop their responses in class time and their own time. • This is an individual task. Response requirements One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words	Conditions • Students can develop their responses in class time and their own time. • This is an individual task. One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

INFORMATION & COMMUNICATION TECHNOLOGY	QCE Points
Department: Design Technologies	**Unit 1: 1 Points**
Head of Department: Ben Terry	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

1. Demonstrate practices, skills and processes.
Students identify and reproduce fundamental industry skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools.
2. Interpret client briefs and technical information.
Students use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features.
3. Select practices and processes.
Students choose knowledge and skills in ICT tasks. Knowledge and skills relate to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools.
4. Sequence processes.
Students decide on the combination and order of processes to develop ICT products. Students consider specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards.
5. Evaluate processes and products.
Students examine selected processes to determine their merit, value, or significance in relation to product specifications. They appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards.
6. Adapt processes and products.
Students modify and improve processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task.

Structure

Students complete 4 units over two years. Each unit requires students to complete a product proposal which consists of a low fidelity product developed to meet a client brief accompanied by a multimodal folio documenting the decision-making processes in the project over 6 A4 pages or the equivalent digital media. Aswell as a high fidelity product which could include an app produced in response to a client brief. The project will be accompanied by a multimodal folio documenting the decision making processes of the product over 8 A4 pages or equivalent digital media.

Topics

Year 11 • Web Development • App Development	Year 12 • Digital Imaging and Modelling • Robotics

INDUSTRIAL TECHNOLOGY SKILLS	QCE Points
Department: Technology	**Unit 1: 1 Points**
Head of Department: Ben Terry	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Industrial Technology Skills

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.

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of Engineering and Furnishings.

Objectives

1. Demonstrate practices, skills and procedures.
Students identify and reproduce fundamental industry skills in construction, drawing and manufacturing tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.
2. Interpret drawings and technical information.
Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task specific information, such as schedules, data tables and operating procedures.
3. Select practices, skills and procedures.
Students choose knowledge and skills to complete industry-specific construction, drawing and manufacturing tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, client briefs, drawings and technical information, tools and materials.
4. Sequence processes. Students use knowledge and understanding of industry practices, including safety concepts and principles, waste minimisation, quality expectations, teamwork and regulations. They decide on the combination and order of production processes.
5. Evaluate skills and procedures, and products.
Students determine the efficiency and effectiveness of production skills and procedures in relation to industry practices and specific construction, drawing and manufacturing task requirements. They assess the strengths, implications and limitations of products, using client briefs, drawings, technical information and expectations of quality.
6. Adapt plans, skills and procedures. Students modify and improve plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of products with client briefs, drawings and/or technical information.

Prerequisites

A C or better in Achievement, Effort, and Behaviour in Year 10 ITD.

Structure

Students complete 4 units over two years. Each unit requires students to complete a practical demonstration which consists of 3-5 production processes and is accompanied by a multimodal folio documenting the production of the project. Aswell as a project which consists of 5-7 production processes accompanied by a multimodal folio which includes documented project adaptations.

Topics	
Year 11 • Sheet metal working (Engineering Skills) Practical Demonstration: Carry All Project: Sheetmetal Toolbox • Cabinet-making (Furnishing Skills) Practical Demonstration: Dart Case Project: Dartboard Cabinet	Year 12 • Welding and fabrication (Engineering Skills) Practical Demonstration: F-Clamp Project: Rocket Stove • Furniture-making (Furnishing Skills) Practical Demonstration: Step Stool Project: Tensegrity Table

INDUSTRIAL GRAPHICS SKILLS	QCE Points
Department: Technology	**Unit 1: 1 Points**
Head of Department: Ben Terry	**Unit 2: 1 Points**
Status: Applied Subject	**Unit 3&4: 2 Points**

Industrial Graphics Skills

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, drafting, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information and select and demonstrate manual and computerised drafting skills and procedures in relation to production processes. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter

Objectives

1. Demonstrate practices, skills and procedures.

Students identify and reproduce fundamental industry skills in drafting tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, tools and materials, sketches and drawings.

2. Interpret client briefs and technical information.

Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of client briefs. They collect and organise technical information by calculating quantities, measuring parts, identifying materials, finishes, fits, fasteners and joints and ascertaining requirements from charts, tables and technical manuals.

3. Select practices, skills and procedures.

Students choose knowledge and skills to complete industry-specific drafting tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, tools and materials, sketches and drawings.

4. Sequence processes.

Students use knowledge and understanding of industry practices to decide on the combination and order of production processes, including two- and three-dimensional freehand sketching, orthographic drawing, pictorial drawings, application of drawing conventions and standards, setup of computerised drawing environments, computerised assisted drawing, computer assisted modelling, computer assisted manufacturing, maintaining and operating equipment and managing information.

5. Evaluate skills and procedures, and drawings.

Students determine the efficiency and effectiveness of production skills and procedures in relation to industry practices and specific drafting task requirements. They assess strengths, implications and limitations of drawings against expectations of quality derived from client briefs, conventions and standards required in industry-specific drafting tasks.

6. Adapt plans, skills and procedures.

Students modify and improve drafting plans based on identified strengths, implications and limitations. They apply quality control measures to improve alignment of drawings with client briefs and technical information.

Prerequisites

A C or better in Achievement, Effort, and Behaviour in Year 10 ITD.
C or better in year 10 Math and English

Structure

Students complete 4 units over two years. Each unit requires students to complete a practical demonstration of computer-aided drafting and a project which is derived from a design brief. Students are required to document their work in a PowerPoint presentation.

Topics	

Year 11	Year 12
• Graphics for the Furnishing Industry Practical Demonstration: Dart Board Cabinet Project: Bespoke Outdoor Deck Chair • Graphics for the engineering industry Practical Demonstration: Machine Vice Project: Skateboard Truck	• Computer-aided Drafting – Modelling Practical Demonstration: Flat Pack Menu/Coaster Holder Project: Kid's Toy • Computer-aided Manufacturing Drafting Practical Demonstration: Vehicle Keyfob Project: Video Game Controller

Student Laptop Recommended Minimum Specification

In this subject students are required to complete their work using the Autodesk software suite. Students will be provided with a liscencee to download this software at home. **Mac laptops cannot operate Autodesk software** and student devices should the following specs:

Processor	Basic: 2.5–2.9 GHz processor (base) ARM Processors are not supported. Recommended: 3+ GHz processor
Memory (RAM)	Basic: 8 GB Recommended: 32 GB
Display	Conventional Displays: 1920 x 1080
Graphics Card	Basic: 2 GB GPU with 29 GB/s Bandwidth and DirectX 11 compliant Recommended: 8 GB GPU with 106 GB/s Bandwidth and DirectX 12 compliant Note: AutoCAD uses your computer's display card for a variety of essential graphics operations including but not limited to view manipulation, line smoothing, and text/linetype generation. It is recommended that you have a display card with dedicated VRAM to support these operations at optimal speeds. **AMD integrated graphics cards do not support this**
Disk Space	10.0 GB with additional space to store project drawings

Moranbah State High School

VET SUBECTS

Tomorrow's Future Today

SIS30321 CERTIFICATE III in FITNESS **RTO: Binnacle Training, RTO Code 31319** **Department: HPE** **Head of Department: Lauren King** **Status: VET Subject**	**QCE Points** **Maximum 8 points** **Pre-Requisite: C or higher in HPE**

What is this Certificate about?

Binnacle's SIS30321 Certificate III in Fitness/Certificate II in Sport and Recreation program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. QCE Points: Successful completion of SIS30321 Certificate III in Fitness/Certificate II in Sport and Recreation contributes eight (8) Points towards a student's QCE.

This program also includes the following:

- First Aid qualification and CPR certificate; plus coaching accreditation.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIPT).

What do students learn?

Learning experiences include:

- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.
- Delivering community fitness programs.
- Developing coaching and officiating skills
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions
- Planning and delivering gym programs.
- Working with specific population clients, including older adults.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

What are the competencies covered (reflective of 2026 course details)

HLTWHS001 Participate in workplace health and safety
BSBPEF301 Organise personal work priorities
SISXIND011 Maintain sport, fitness and recreation industry knowledge
BSBOPS304 Deliver and monitor a service to customers
BSBSUS211 Participate in sustainable work practices
SISFFIT035 Plan group exercise sessions
BSBPEF202 Plan and apply time management*
SISFFIT036 Instruct group exercise sessions
SISSPAR009 Participate in conditioning for sport*
SISFFIT032 Complete pre-exercise screening and service orientation
SISXCCS004 Provide quality service
SISFFIT033 Complete client fitness assessments
SISXEMR003 Respond to emergency situations
SISFFIT052 Provide healthy eating information
HLTAID011 Provide First Aid
SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
SISOFLD001 Assist in conducting recreation sessions*
SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise SISXFAC006 Maintain activity equipment*
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

How are students assessed?

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

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

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves an 'outside subject' weekly component as follows:

- **MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.**
- **RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.**

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

What costs are associated with this certificate?

The costs associated with this subject include a course fee to Binnacle, First Aid Certificate fee and additional costs associated with delivering the course. Refer to Student Resource Scheme for fees.

For whom is this certificate best suited?

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/ motivation to participate in physical activity sessions.

Where can this certificate lead to after Year 12?

The SIS30321 Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Group Fitness Instructor
- Gym Fitness Instructor
- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist
- Students may also choose to continue their study by completing the Certificate IV in Fitness with another RTO.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

IMPORTANT

PROGRAM DISCLOSURE STATEMENT (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

SIT20322 CERTIFICATE II in HOSPITALITY **RTO: Blueprint Career Development, RTO 30978** **Department: Technology** **Head of Department: Ben Terry** **Status: VET Subject**	**QCE Points** **Maximum 4 points**

RTO Details
Blueprint Career Development, RTO # 30978
1300 851 550 www.blueprintcd.com.au

Course Cost
$900approx paid to blueprint training upon course enrolment
$300 Subject resource fee over 2 years ($150 in year 11 and $150 in year 12) this amount covers the ingredients used in all practical classroom expierences
$75 RSA – responsible service of alcohol qualification
$75 RSG – responsible gaming qualification

Course Outline SIT20322 Certificate II in Hospitality: 12 units must be completed. (6 core units and 6 elective units).

Units of Competency

STIXWHS005	Participate in safe work practices
BSBTWK201	Work effectively with others
SITHIND007	Use hospitality skills effectively
SITHIND006	Source and use information on the hospitality industry
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHGAM022	Provide responsible gambling services
SITCCC025	Prepare and present sandwiches
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB025	Prepare and serve espresso coffee - portfolio/prac

Assessments
Students must have a computer to complete this course. All theory assessment will be completed via the online assessment portal.
Assessment will be competency based and clustered units may be part of the assessment to reflect real work scenarios and activities. Students will participate in a variety of assessment tasks which may include observation with check lists, product resulting from an activity, questioning (written, oral or portfolio), and reports from workplace supervisor.
Assessment may be conducted at the school using a simulated work environment.
Functions will occur and at times, these may occur out of class time.

Reason to study Hospitality
Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry.
This course includes SITHFAB002 Provide responsible service of alcohol (RSA) which can help you gain employment.
QCE points: Successful completion of the Certificate II in Hospitality contributes four (4) Points towards QCE points.

Career pathways and further studies
Career Pathways include: café attendant, catering assistant, food and beverage attendant, apprentice chef. Further study could occur in Certificate III in Hospitality (SIT30616), Certificate III in Commercial Cookery (SIT30813) or a Bachelor of Business (Hospitality & Tourism Management).

Work Placement
Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Shifts that need to be done at local venues, usually outside school hours. You may be on vocational placement during any part of this semester as approved by the school and upon the completion of VETiS Vocational Placement insurance forms (available from the school).

Clothing requirements
White shirt, black pants or skirt and black covered footwear.

What costs are associated with this certificate?
- The fees for this course are outlined in the Student Resource Scheme
- Hospitality Uniform costs

Please note, students who complete this course will exhaust their VETiS funding and will not be eligible for further VETiS courses.

For whom is this certificate best suited?
Students who have a pathway planned into the hospitality industry. Students who want to combine theory and practical components in a program that focuses on online delivery and interactive activities.

MEM20422 Certificate II in Engineering Pathways
Department: Technology
Head of Department: Ben Terry
Status: VET Subject

NATIONALLY RECOGNISED TRAINING

QCE Points

Maximum of 4 points

Moranbah State High School, RTO Code: 30402

Training product description

This qualification develops trade-like skills and is not intended to develop trade-level skills. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner including people near the learner. This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is intended for simulated work environments. This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. The learning program should be centred around the major project.

Refer to training.gov.au for specific information about the training product.

Entry requirements

There are no entry requirements for this training product.

Duration and location

This is a 2-year course delivered in Years 11 and 12 at Moranbah State High School.

Course units

To attain a MEM20422 Certificate II in Engineering Pathways, 12 units of competency must be achieved:

Unit code	Title
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MSMENV272	Participate in environmentally sustainable work practices
MEMPE006	Undertake a basic engineering project
MEM13015	Work safely and effectively in manufacturing and engineering
MEM11011	Undertake Manual Handling*
MEM16006	Organise and Communicate Information*
MEM18001	Use Hand tools*
MEM18002	Use Power tools / Handheld operations *
MEMPE003	Use oxy-acetylene and soldering equipment
MEMPE002	Use electric welding machines
MEMPE001	Use engineering workshop machines
MSMSUP106	Work in a team*

Pathways

This training product may articulate into:

- MEM30119 Certificate III in Engineering – Production Systems
- MEM40119 Certificate IV in Engineering
- MEM50119 Diploma of Engineering – Advanced Trade
- Apprenticeship

Delivery modes

A range of delivery modes will be used during the teaching and learning of this training product. These include:

- face-to-face instruction
- simulated work environment in the Blue Shed
- guided learning in a classroom for some components of knowledge evidence

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- products
- questioning.

Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real workshop environment.

Inclusive Training and Equal Opportunity

We are committed to creating an inclusive and supportive training environment where all students are respected and provided with opportunities to succeed.

We encourage applications from:

- women interested in trades
- Aboriginal and Torres Strait Islander students
- students with disability
- students from diverse cultural backgrounds

Our training staff work with students to provide appropriate learning support, reasonable adjustments and wellbeing assistance where required. We also promote respectful behaviour and ensure our learning environments are free from discrimination and harassment.

If you have specific learning, cultural or wellbeing needs, we encourage you to discuss these with us so we can support your success in the course.

RTO obligation and student support

The RTO will provide students with every opportunity to complete the training product through a range of wellbeing and student support services. Reasonable adjustments may include: note-taking support, alternate formats, use of laptop, extra time or extensions or other adjustments as deemed necessary. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

NAT10935 CERTIFICATE II in AUTONOMOUS TECHNOLOGIES **RTO: TAFE** **Department: Senior Schooling and VET** **Head of Department: Tanya Blake** **Status: VET Subject**	**QCE Points** **Maximum 4 points** 

What is this Certificate about?

The Certificate II in Autonomous Technologies is a nationally recognised qualification designed for senior secondary students. It introduces students to the technologies that are shaping today's and tomorrow's workplaces, including digital systems, automation, robotics and smart technologies.

The course is delivered over 12 months alongside regular schooling, allowing students to gain a recognised qualification while completing their senior studies. Students develop practical, transferable skills including understanding automated systems, basic coding and technology skills, robotics concepts, problem-solving, teamwork, communication and workplace safety.

The course is divided into the following main focus areas:

- Autonomous industry: Introductory courses provide foundation skills and exposure to industry conditions and requirements including, safety, problems solving, technical communication handling and positioning.
- ICT: Programming, networking and troubleshooting skills in these areas enable participants to understand and program robots, embedded stems and PLCs and connect these items to the internet of things.
- Engineering: Foundation skills are provided in engineering basics in the areas of schematics, electrical/electronics, fluid power, and PLCs.
- Embedded systems, robotics and project management: The course will utilise all of the above skills areas in a final project series where the participants will build a robotic embedded system and program it as a part of a self-managed project.

What are the competencies covered?

CORE COMPETENCIES

NAT10935001	Work effectively in autonomous environments
NAT10935002	Handle technical communication in autonomous environments
NAT10935003	Design basic fluid power logic diagrams for autonomous systems
NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits
NAT10935005	Produce a documentation suite for autonomous systems
NAT10935006	Configure autonomous embedded systems
NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
NAT10935008	Use basic positioning technology
NAT10935009	Conduct a basic autonomous technology project
VU22338	Configure and program a basic robotic system
MSMWHS200	Work safely
MSMSUP390	Use structured problem-solving tools
ICTPRG302	Apply introductory programming techniques

PLUS TWO ELECTIVE CHOSEN BY THE TRAINING PROVIDER

How are students assessed?

Successful completion of this course will require learners to engage in supervised and unsupervised activities including: ·

- undertaking self-paced study and review,
- collaborating with peers either face to face or online,
- undertaking online course work,
- collecting information and reading, and
- undertaking project work.

What costs are associated with this certificate?

A student's eligibility for Queensland Government VETis funding will be assessed during the application process. If a student is not eligible for government funding, they will be required to pay the full fee-for-service price.

For whom is this certificate best suited?

This subject is ideal for students who enjoy hands-on learning, are curious about technology, want to keep their career options open, and may be considering TAFE, apprenticeships or university pathways. No prior technical experience is required.

Where can this certificate lead to after Year 12?

Graduates of the Certificate II in Autonomous Technologies will demonstrate knowledge and skills required to work in entry level roles within autonomous environments and to undertake further education pathways in a range of technical, engineering, trade and information communication technology and related areas. Graduates may apply their knowledge and skills and exercise limited judgement while undertaking routine employment tasks and engaging with autonomous technologies and technical systems.

Certificate II in Autonomous Technologies student pathway information

Students completing the 10935NAT Certificate II in Autonomous Technologies will receive advanced standing for apprenticeship and employment opportunities with some of Queensland's leading miners and equipment manufacturers including BHP, Hastings Deering, Komatsu and Glencore Coal Assets Australia.

LEARN MORE

Hastings Deering

Employment locations

Locations in Queensland and Northern Territory

Apprenticeship pathways

- Auto Electrician
- Electrical – High Voltage
- Boilermaker
- Mobile Plant Technician
- Mechanical Fitter

LEARN MORE

BHP Mitsubishi Alliance (BMA)

Employment locations

Locations in Queensland, South Australia, Western Australia and New South Wales

Apprenticeship pathways

- Mechanical Fitter Maintenance OR Heavy Diesel Fitter Maintenance
- Mechanical Fitter
- Heavy Diesel Fitter
- Production Operator
- Polymer Processing
- Automotive Electrical Fabrication

LEARN MORE

Komatsu

Employment locations

58 locations nationally

Apprenticeship pathways

- Electrician
- Automotive Electrician
- Mechanical Fitter
- Electrical Fitter
- Boilermaker
- Fitter Machinist

LEARN MORE

Glencore Coal Assets Australia

Employment locations

Locations in Queensland

Apprenticeship pathways

- Electrician
- Diesel Mechanic / Auto Electrical (dual trade) Auto Electrical
- Auto Electrician (dual qualification)
- Mechanical Fitter Fabrication / Boiler Maker (dual trade)

—

TAFE Queensland

Scan the QR codes to learn about apprenticeship intake periods and other entry requirements.

RTO 0275 | CRICOS 03020E | IHE PRV13003

HLT23221 CERTIFICATE II in HEALTH SUPPORT SERVICES
RTO: Connect 'n' Grow – 40518
Department: Health and Physical Education
Head of Department: Lauren King

QCE Points

Maximum of 4 points

What is this certificate about?

This qualification has been designed for senior high school students to gain an understanding of the Health Industry. The HLT23221 Certificate II in Health Support Services will provide students with a basic understanding of the skills reflecting the role of workers who provide support for the effective functioning of health services.

At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

Entry requirements

There are no entry requirements for this training product.

Duration and location

This is a 1-year course delivered in Year 11 at Moranbah State High School.

Course units

To attain a HLT23221 Certificate II in Health Support Services, 12 units (4 core and 8 electives) of competency must be achieved:

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

Study mode

A combination of classroom and project-based learning, online learning (self-study) and workplace documentation in a health services setting.

Fees

If using VETiS: No cost

If not using VETiS: $599

Please note: If students continue on to study Certificate III in Health Services Assistance in Year 12, cost per student is $599.

Assessment

Students will be required to complete assessments throughout the program to demonstrate their understanding and competency in the health support services field.

Assessment types include:

- Multiple choice, true/false and short answer questions (online)
- Practical activities and scenarios
- Workplace Learning Log
- Portfolio of workplace documents

What will students learn

During the program, students will learn essential skills and knowledge in health support services, including communication, infection control, and assisting with client care and cover on the following topics:

- Workplace Health and Safety (WHS)
- Infection control
- Conducting basic health screening and health checks
- Health promotion and communication
- Maintaining a high standard of service
- Working with diverse people
- Supporting personal wellbeing in the workplace
- Routine stock maintenance

What will students achieve

- HLT33115 A nationally recognised HLT23221 Certificate II in Health Support Services certification
- QCE credits towards a students' Queensland Senior Certificate of Education (QCE)
- Pathway into HLT33115 Certificate III in Health Services Assistance (offered in Year 12)

Employment

Health Support Services reflects the role of workers who provide support for the effective functioning of health services. At this level, workers complete tasks under supervision involving known routines and procedure or complete routine and variable tasks in collaboration with others in a team environment.

Pathways to further study

- HLT33115 Certificate III in Health Services Assistance
- HLT33021 Certificate III in Allied Health Assistance
- CHC32015 Certificate III in Community Services
- CHC 33021 Certificate II in Individual Support

FNS20120 Certificate II in Financial Services
Department: Mathematics
Head of Department: Lauren Brannolte
Status: VET Subject

NATIONALLY RECOGNISED TRAINING

QCE Points

Maximum of 4 points

Moranbah State High School, RTO Code: 30402

Training product description

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry Refer to training.gov.au for specific information about the training product.

Entry requirements

There are no entry requirements for this training product.

Duration and location

This is a 1-year course delivered in Years 11 and 12 at Moranbah State High School.

Course units

To attain a FNS20120 Certificate II in Workplace Skills, 8 units of competency must be achieved:

Unit code	Title
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to the health and safety of self and others
FNSINC311	Work together in the financial services industry
BSBTEC302	Design and produce spreadsheets
FNSACC323	Perform financial calculations
FNSFLT211	Develop and use personal budgets
FNSFLT216	Develop knowledge of taxation

Inclusive Training and Equal Opportunity

We are committed to creating an inclusive and supportive training environment where all students are respected and provided with opportunities to succeed.

We encourage applications from:

- Aboriginal and Torres Strait Islander students
- students with disability
- students from diverse cultural backgrounds
- school students exploring trade pathways.

Our training staff work with students to provide appropriate learning support, reasonable adjustments and wellbeing assistance where required. We also promote respectful behaviour and ensure our learning environments are free from discrimination and harassment.

If you have specific learning, cultural or wellbeing needs, we encourage you to discuss these with us so we can support your success in the course.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this training product. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning.

Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

RTO obligation and student support

The RTO will provide students with every opportunity to complete the training product through a range of wellbeing and student support services. Reasonable adjustments may include: note-taking support, alternate formats, use of laptop, extra time or extensions or other adjustments as deemed necessary. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

This training product may articulate into:

- FNS30122 Certificate III in Financial Services
- FNS41820 Certificate IV in Financial Services
- work within a financial/business services area

See other Business Service training products at https://training.gov.au/training/details/FNS/summary

Moranbah State High School

DISTANCE EDUCATION

Tomorrow's Future Today

How does Distance Education work?

Students who wish to study a subject not offered at MSHS may be able to enrol in the subject at a School of Distance Education (SDE). They are considered a school-based enrolment and can access one subjects at the SDE. Students are enrolled by their base school (Moranbah State High School) after a meeting with the Deputy Principal to ensure alignment to SET Plan and suitability of distance education delivery method. Students will have three lessons times during the week where they connect virtually to their teacher. These lesson times are compulsory and students must have computer devices capable of connecting to the SDE's system.

Which schools can I enrol in?

There are 7 schools of distance education in Queensland, four of which offer Year 11/12 subjects.
We can facilitate enrolment at:

Brisbane
Cairns
Capricornia
Charters Towers

What do students need to be successful at distance education?

To perform well in SDE courses, students generally need to be:

- Self-directed with the ability to work independently as well as being prepared to collaborate with other students and the teacher
- Competent users of technology or willing to acquire the necessary skills
- Self-motivated and punctual to online lessons.

How are students assessed?

Students complete classwork, homework and assessment the same as for their school-based subjects. Assignments are provided electronically to the student and the completed assessment is emailed or posted directly to their SDE teacher. Exams are posted to MSHS, and students arrange a time to sit these with the Senior Schooling HOD, who then scans the exam response and emails to the SDE teacher as well as posting the hard copy.

What subjects are on offer at through distance education?

Brisbane:	Refer to website at: http://www.brisbanesde.qld.edu.au
Cairns:	Refer to website at: https://cairnssde.eq.edu.au/
Capricornia:	Refer to website at: http://www.capriconriasde.qld.edu.au
Charters Towers:	Refer to website at: https://charterstowerssde.eq.edu.au

Moranbah State High School

University Courses

Tomorrow's Future Today

CQU – Start University Now (SUN) Program

Start Uni Now (SUN) is a CQUniversity initiative that gives you the opportunity to study university-level units while in Years 10, 11 and 12 at high school (Year 10 students are eligible for Term 3 enrolment only). SUN allows you to enrol in a range of CQUniversity units and after successfully completing study in SUN you may be eligible for direct entry into your course and credit towards your degree.

Is SUN for you?

- Do you want to get a head start with study and your future career?
- Do you want to further challenge yourself in your final years of high school?
- Are you a high achieving student?
- Are you self-motivated and can manage your own time effectively?
-

How much does SUN cost?

Your first unit in the SUN program is free. As a domestic student, subsequent units (up to an additional three units) are offered at a significantly discounted rate of $375 per unit.
In addition to the unit cost, there may be other expenses such as textbooks and resources. Fees must be paid up-front and cannot be deferred to HECS-HELP, but you may be eligible for financial assistance options.

What are the benefits of SUN?

Sneak peek: SUN provides you with an insight into university life and helps you understand the expectations of studying at a tertiary level. This will help prepare you for the transition from high school to university.
Direct entry: After successful completion of SUN, you may be eligible to apply for direct entry into an undergraduate degree at CQUniversity (excluding quota managed courses†). This means you will not need to apply and wait for an offer through a tertiary admissions centre.

To be eligible for direct entry, you must:

- pass at least one SUN unit from the undergraduate degree you are applying for
- meet any additional requirements of the undergraduate degree you are applying for
- show evidence of successful completion of Year 12 studies.

Credit transfers: If you enrol as a CQUniversity student after Year 12, you may be eligible to receive a credit transfer for each SUN unit you have passed. This will reduce the number of units you need to study when you start university and may reduce the duration of your university course.

How do I choose a SUN unit?

SUN offers first year university units from almost every CQUniversity bachelor degree.
When selecting the unit you wish to apply for it is important to consider the following questions:

- What career are you interested in pursuing?
- What course is required to pursue that career?
- Does the SUN unit form part of the requirements for that course?
- Is the unit offered in the term you wish to study?
- Is the unit available on campus, online or both?
-

What level of commitment is involved?

It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14 week period).
Studying SUN units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible and this allows you to work your study time around other commitments such as a part-time job or sport.
Successful applicants may study up to one SUN unit per term, however you'll have the opportunity to study up to four SUN units in total over the senior school period (pending unit availability).

Moranbah State High School

Diploma Courses

Tomorrow's Future Today

Esports Edition

GeSS Education
Career Training & University Pathways

Game on!
with GeSS Education

TOC AUSTRALIA
RTO Code 32407

Qualification now available!

The Gold Coast is now home to the brand new esports inspired qualification, delivered to you by GeSS Education on behalf of TOC & Sports Gold Coast. Esports & gaming is a massive multi-billion dollar industry, and is growing by the year. Get your foot in the door of something big and give yourself a foundation to compete on a professional level.

This qualification will blend skills from:

- ✔ **Sporting fitness** as you learn to manage a team
- ✔ **Business skills** to help you grow and manage your brand
- ✔ **Competitive esports training** - essential skills & understanding of terminology.

SIS50321 Diploma of Sport

Up to 12 Months*	Duration
Online or in Class	Delivery
Weekly intakes	Commence
$2,150	Cost
Esports Player | Shoutcaster | Team Coach | Events Organiser	Job Outcome

GESS EDUCATION, GOLD COAST CAMPUS
ACN: 160 975 593 | ABN: 92 160 975 593
Level 8/36 Marine Parade, Australia Fair, Southport, Queensland 4215, Australia
07 5559 1605 info@gesseducation.edu.au
www.gesseducation.edu.au

Nationally Recognised Training

SPORTS GOLD COAST

Delivered to you on behalf of our partner RTO's

SIS50321 Diploma of Sport Units of Competency:

- ✓ BSBOPS504: Manage business risk
- ✓ HLTWHS003: Maintain work health and safety
- ✓ SITXHRM003: Lead and manage people
- ✓ HLTAID011: Provide First Aid*
- ✓ SISSSCO003: Meet participant coaching needs
- ✓ SISSSCO004: Plan, conduct and review coaching programs
- ✓ SISSSCO007: Apply sport psychology principles
- ✓ SISSSCO008: Apply anti-doping policies
- ✓ SISSSCO011: Manage integrity in sport
- ✓ SISSSCO014: Develop sport coaches
- ✓ SISSSCO005: Continuously improve coaching skills and knowledge (other)
- ✓ SISSSCO013: Coach sport participants up to an advanced level
- ✓ SITXMGT006: Manage projects
- ✓ BSBOPS502: Manage business operational plans

INTAKE & FEE SCHEDULE

High School Year	Course	Delivery	Commencement	Duration	Total Cost
Year 11 & 12	Diploma of Sport *Specialising in Esports	In high school via workshops & online	Any school term (T1, T2, T3 & T4)	1 year (fast-tracked) or 2 years (standard)	$2,150
Post Year 12		GeSS Campus	Monthly		$2,900

UNIVERSITY PATHWAYS*

GeSS Course	University Course	University	GeSS Credits Granted
Diploma of Sport (Coaching)	Bachelor of Business	Griffith University	40CP
	Bachelor of Sport Development	Griffith University	40CP
	Bachelor of Business	Southern Cross University	4 Units
	Bachelor of Arts	Southern Cross University	4 Units
	Bachelor of Psychological Science	Southern Cross University	8 Units

Upon successful completion of your Diploma Program, students will be granted up to one (1) year CREDIT to University.

HOW TO ENROL:

Contact GeSS Education where we will speak with your schools pathways teacher to confirm your enrolment.

For further details, please contact us via:

- 07 5559 1605
- info@gesseducation.edu.au
- www.gesseducation.edu.au
- Level 8, Australia Fair, 36 Marine Parade, Southport (Gold Coast), Queensland 4215.

Some of our University Partners include:

Griffith University Queensland Australia — CRICOS Code: 00233E

Torrens University Australia — CRICOS Code: 03388E

Southern Cross University — CRICOS Code: 01241G

ENROL TODAY!

*This qualification will be delivered by GeSS Education on behalf of our partner RTO, TOC Australia (Provider Code 32407), under a third-party arrangement. TOC Australia will issue your qualification upon successful completion of your course. University pathway credits are correct as of 2022. First Aid course is an additional $110. Enquire for more information to info@gesseducation.edu.au.

www.gesseducation.edu.au