



MARYMOUNT COLLEGE



2027/28 SENIOR GUIDE

BURLEIGH WATERS



A Brisbane Catholic Education School

Contents

Planning your pathway	5
Your Experience	6
Curriculum and Program Leaders	8
Subjects	10
Planning your subjects	12
Prerequisites to consider	13
Your Pathway decoded	14
Planning your pathway	15
Your Senior Education & Training Plan	16
How to use this guide	17
The ATAR Pathway	18
The Non ATAR Pathway	18
Making Selections	19
Your Subject selections	
English	20
Mathematics	23
Humanities	27
Science	38
Technologies	44
Health & Physical Education	51
The Arts	54
Languages	61
What is Vocational Education?	64
What is Career Ready?	65
Appendix	66





Planning your pathway

Choosing subjects in Year 11 and 12 is an important step in planning your future pathway. At Marymount College, we partner with students and parents to develop a Senior Education and Training (SET) Plan that is tailored to individual needs.

Use this guide to gather information about the subjects on offer at Marymount College. Students are encouraged to consider their strengths and interests when making decisions about their future. These choices may lead to further tertiary education at university or TAFE, vocational training, or entry directly into the workforce.

Our SET Plan team look forward to working with students and families in Term 3.

Your experience

Year 11 and 12 is an exciting time for students and an important step in preparing for your future. Students at Marymount College can choose from a wide range of subjects and courses. There are also many academic, cultural, spiritual and sporting activities they can become involved in.



Career planning
Individualised career development, personal attention, study support, skills development and coaching.



Leadership opportunities
Year 11 Peer Support is instrumental to our Year 7 Induction program. Year 11 students can be Pastoral Representatives, STAC Leaders, or nominate to be a College Captain, Vice Captain, Academic, Cultural, Spiritual, Sporting or House Captain in Year 12.



We love sport
AFL, Athletics, Basketball, Cricket, Surfing, Cross Country, Futsal, Netball, OzTag, Rugby League, Rugby Union, and Touch Football are some of the choices available to you.



A focus on wellbeing
You are at a challenging time in your life, but you're not alone. We're committed to your wellbeing. A pastoral team, led by your Heads of Year, and including Counsellors and a dedicated Learning Support team will ensure you have the support you need.



Senior space
A 'cafe in a container' - the Kombumerri Cafe - and informal area especially for Year 11 & 12 students and staff.



Immersive experiences
Take textbooks into the real world with excursions, camps and workshops that enrich student learning experiences.



Vibrant campus life
Your senior experience reaches far beyond your academic studies! Social events on the College calendar include sporting carnivals, St Patrick's Day, Have a Heart Day, M-Fest and Marymount Day.



Industry engagement and employability
A range of Vocational Education options are available including VET courses, school-based apprenticeships and traineeships, and work placements.



Co-curricular
Chess Club, Choir, Code Club, Dance Extension, Debating, Fairweather Art Club, Film Club, Environment Club, Interact Social Justice, Musical, Public Speaking and College Rock Bands are just some of the activities in which you can become involved.



The support of a close community
The friendships and connections you make at Marymount College will last a lifetime.



Graduation and Formal
Finish Year 12 in style with the whole school Farewell Assembly, Graduation Liturgy and Formal.

Taking the journey with you...

Curriculum & Program Leaders



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We're here to help!

Subjects

English

Year 11 & 12 students MUST choose one English subject. (It is possible to select both English AND Literature.)

	Type		Type
English	General	Essential English	Applied
Literature	General		

Mathematics

Year 11 & 12 students MUST choose one Mathematics subject.
If Specialist Mathematics is selected, then Mathematical Methods must also be taken.

	Type		Type
General Mathematics	General	Essential Mathematics	Applied
Mathematical Methods	General		
Specialist Mathematics	General		

Religion

Year 11 & 12 students MUST select either Study of Religion or Religion and Ethics.

	Type		Type
Study of Religion	General	Religion and Ethics	Applied

Health & Physical Education

	Type		Type
Health	General	Sport and Recreation	Applied
Physical Education	General		

Humanities and Social Sciences

	Type		Type
Accounting	General	Business Studies	Applied
Business	General	Tourism	Applied
Economics	General	BSB30120 Certificate III in Business	VET
Legal Studies	General	BSB50120 Diploma of Business	VET
Modern History	General		

Languages

	Type
French	General
Spanish	General

Science

	Type		Type
Biology	General	Aquatic Practices	Applied
Chemistry	General		
Marine Science	General		
Physics	General		
Psychology	General		

Technologies

	Type		Type
Design	General	Fashion	Applied
Digital Solution	General	SIT30622 Certificate III in Hospitality	VET
Food & Nutrition	General	CPC20220 Certificate II in Construction Pathways	VET
		MEM20422 Certificate II in Engineering Pathways	VET

The Arts

	Type		Type
Dance	General	Drama in Practice	Applied
Drama	General	Visual Arts in Practice	Applied
Film, Television & New Media	General		
Music	General		
Visual Art	General		

Planning your subjects

Consider your strengths and future interests when planning your subjects

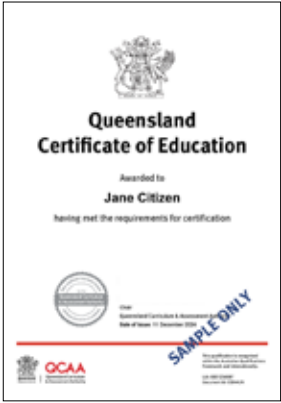
If you are interested in...		Consider these subjects...
Actuarial science and data analytics For the number crunchers and interpreters. For those who don't want to just find the pattern, but find meaning within it.	→	• Business • Economics • Digital Solutions • Specialist Mathematics
Architecture For the design makers and skyline shapers. For those who want to create the future with their very own hands.	→	• Design • Engineering • General Mathematics • Visual Art • Digital Solutions
Business, commerce and entrepreneurship For the self-starters and pioneers. For those who don't just want to get the job - but want to create it.	→	• Accounting • Business • Economics • English • General Mathematics • Tourism
Communication, film and creative media For the creative souls, storytellers and deep thinkers. For the digitally minded, the ones who always have an idea to share.	→	• English • Business • Design • Digital Solutions • Drama • Film, Television and New Media • Visual Art
Construction, property and planning For the creators and city makers. For those who want to shape the future of our homes, communities, and cities.	→	• Construction • Geography • Design • Engineering • General Mathematics
Health, biomedical and sport sciences For the researchers and scientific thinkers. For those who know there's so much more to discover - you just need to look closer.	→	• Health • Physical Education • General Mathematics • Biology • Chemistry • Physics
International relations, politic and arts For the globally minded, the citizens of the world. For those who want to create a better, more connected and understanding world.	→	• History • Geography • Languages • Legal Studies • English • Economics
Law For the argument winners and critical thinkers. For those who value the truth and want to see justice in action.	→	• English • Legal Studies • Business • Economics
Medicine For the empathetic and the caring. For those who want to work on the frontline, making a difference in the lives of others.	→	• Biology • Chemistry • English
Project management and innovation For the organised and innovative. For those who want to lead the change, and know there's a better way to do it.	→	• English • Business • Engineering • General Mathematics • Design
Psychology, criminology and social sciences For the “people people”. For those who want to help others, no matter their circumstances and make meaningful personal and societal change.	→	• English • Legal Studies • Psychology • Health • Mathematical Methods • Biology

Prerequisites to consider

Consider your Year 10, Semester One Results Achieved

Year 11 Subjects	Subject Type = General	English	Maths	Science	Other
English	• English • Literature	C+ B+			
Health & Physical Education	• Health • Physical Education	C C			
Humanities & Social Sciences	• Business • Accounting • Economics • Legal Studies • Modern History • Study of Religion	C C+ C+ C+ C+ C+	and and and 	C C+ C+ or or and	C- Maths Extension C- Maths Extension C- Math Extension C+ Civics C+ History C+ Religion
Languages	• French • Spanish	C C		or or	C+ French C+ Spanish
Mathematics	• General Mathematics • Mathematical Methods • Specialist Mathematics	C C C	and N/A N/A	C+ or and and	C- Maths Extension B- Maths Extension B+ Maths Extension
Science	• Biology • Marine Science • Psychology • Physics • Chemistry	C C C C C	 and and	and and B- and B- and	C+ C+ C+ C+ C+ (B- Math or C Maths Extension) (B- Math or C Maths Extension)
Technologies	• Design • Digital Solutions • Food & Nutrition	C C C			
The Arts	• Dance • Drama • Film Television & New Media • Visual Art • Music	C C C C C		or or or or or	C Dance C Drama C Media Arts C Visual Art C Music
Subject Type = Diploma					
	• BSB50120 Diploma of Business	C			

Your pathway decoded



Students in Queensland are issued with an electronic Queensland Certificate of Education (QCE) and Statement of Results upon completion of senior studies.

This profile may include a:

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



For further information about Queensland Certificate of Education and Senior Secondary visit

www.qcaa.qld.edu.au/senior



For further information about Australian Tertiary Admission Rank (ATAR) visit

www.qtaa.edu.au/atar/

Queensland Certificate of Education (QCE)	Statement of results	Queensland Certificate of Individual Achievement (QCIA)	Australian Tertiary Admission Rank (ATAR)
The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.	A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.	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.	ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations.



General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead to tertiary studies and to pathways for vocational education and training and work. Results in General subjects contribute to the award of a QCE and may contribute to an ATAR .



Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.



Short Courses are one-unit courses of study. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations. Short Courses are available in Literacy and Numeracy. Students who wish to undertake a short course may obtain further information from the Assistant Principal Senior Curriculum.

Vocational education and training (VET) provides pathways for all young people, particularly those seeking employment-specific skills.



VET offers clear benefits to students, including:

- The development of work-related skills, making young people more employable
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards.

Marymount College offers a broad range of courses as part of its Vocational Education program. These Vocational Education & Training (VET) courses are nationally accredited courses and certificates.

Students are eligible to undertake a maximum of two Certificate qualifications. Qualifications gained are determined through competency-based assessment. The completed certificate/s and units of competency will appear on the Senior Statement.



Three Year Senior Course: The Queensland Curriculum and Assessment Authority has made this allowance for students with extensive sporting or cultural commitments at state, national or international levels. This has provided these students with the opportunity to meet their commitments while still being eligible for a Senior Certificate. This allowance also applies to students with certain medical conditions.

Planning your pathway

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study.

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

Set standard

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

Literacy & numeracy

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

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

Course Type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	→ Core	→ Up to 4 per course	→ All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	→ Core	→ Up to 4 per course	→ Only 1 may contribute when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	→ Preparatory or Complementary depending on course	→ 1 per course	→ Short Courses do not contribute
Vocational Education and Training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	→ Core, Preparatory or Complementary depending on course	→ Up to 8 per course	→ Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	→ Core, Preparatory or Complementary depending on course	→ As recognised by QCAA	→ Check with QTAC depends on course



For further information about QCE Pathways visit

<https://myqce.qcaa.qld.edu.au/your-qce-pathway>



For further information about Queensland Certificates and qualifications visit

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications>

Your Senior Education & Training Plan

Senior Education and Training (SET) plans are created in Year 10.

The SET Plan maps out a plan of action for students to achieve their educational goals, and can help them remain on track for post-school pathways. This may be subject prerequisites, eligibility to receive an Australian Tertiary Admission Rank (ATAR) and Queensland Certificate of Education (QCE) or an equivalent such as the Queensland Certificate of Individual Achievement (QCIA).

Steps to take in Year 10	Consider this...
Where do you want to go in your career?	→ Think about your education, training and career goals after Year 12. Making decisions about the subjects and courses you'll take in Year 11 and 12 is an important step in planning your future. While, at this stage, many Year 10 students may not have definite occupational goals, they should at least have clear ideas of their abilities and interests and realistic ambitions.
Consider your options	→ Structure your learning in Years 11 and 12 around your abilities, interests and ambitions. Senior schooling years allow students to make subject choices to tailor their learning to their areas of interest. You can also add extracurricular programs (such as school-based apprenticeships and traineeships, music, dance) to count toward your QCE.
Your plan of action	→ Whether your plans after Year 12 include further study, learning a trade or finding a job, the QCE lets you design a pathway that's right for you. Be proactive! Talk to your support team and find out more about the subjects offered before your SET Plan interview. Decide which learning options you should choose to achieve your learning, further education and training, and career goals.
Your support team	→ It is important to begin Year 11 with appropriate subject choices, based on sound advice. Your Marymount support team includes teachers, Curriculum Leaders, Careers Centre, Learning Support, and the Assistant Principal Senior Curriculum. Parents play a crucial role in helping their child with their pathway planning. Your SET plan advisor and your parents will help you to map your pathway to a Queensland Certificate of Education (QCE).
It's official	→ Once your plan is developed, Marymount College will register you with the Queensland Curriculum and Assessment Authority (QCAA) and your learning account will be created. During careers education sessions, you will be shown how to track your progress towards a QCE via the MyQCE website and your learning account.
NOT set in stone	→ Individualised student SET Plans are finalised by end of Year 10. However, they are reviewed and updated (if necessary) throughout the senior years of schooling. It is recommended that students review their SET Plan regularly to make sure their subject choices are right for them, and that they can maintain a pathway to the courses and career they want after Year 12.

How to use this guide

Type of Subject

- General
- Applied
- Certificate

Prerequisites

QCE Credits

- General & Applied subjects give 4 credits towards your QCE.
- Certificate courses vary

Levy

Some subjects/certificate courses have a Levy or Fee for service.

Objectives

All subject types have a list of objectives.

Assessment

How students will be assessed. General subjects include this table of internal and external Assessment per unit.

Structure

General & Applied subjects have a table outlining what each unit is about. (VET courses have a list of competencies)

ENGLISH

General Senior Subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

YEAR 10 PRE-REQUISITES

C+ English

QCE Credits = 4 (based on a C level or higher of each completed unit)

2027 Levy = NIL

Pathways

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

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/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

Assessment

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

	Unit 1	Unit 2	Unit 3	Unit 4
STRUCTURE	Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	Texts and culture • Texts in contexts • Language and textual analysis • Responding to and creating texts	Textual connections • Conversations about issues in texts • Conversations about concepts in texts	Close study of literary texts • Creative responses to literary texts • Critical responses to literary texts
ASSESSMENT	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment • Summative internal assessment 1 (IA1): • Spoken persuasive response (25%) • Summative internal assessment 2 (IA2): • Written response for a public audience (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Examination – extended response (25%) Summative External Assessment (EA) • Examination – extended response (25%)

18 | Marymount College Senior Guide

The ATAR Pathway

To be ATAR eligible you must choose a minimum of four General subjects.

OPTION 1	If you choose six General Subjects: Your best five will count towards your ATAR Within this selection: • One English subject must be chosen (English or Literature or both) • One Religion subject must be chosen (Study of Religion or Religion & Ethics) • One Mathematics subject must be chosen (General, Methods or Specialist)
	OR
OPTION 2	If you choose five General Subjects: All five subjects will count towards your ATAR Within this selection: • One English subject must be chosen (English or Literature or both) • One Religion subject must be chosen (Study of Religion or Religion & Ethics) • One Mathematics subject must be chosen (Essential, General, Methods or Specialist)
	OR
OPTION 3	If you choose four General Subjects: All four plus one Applied/VET subject will count towards your ATAR Within this selection: • One English subject must be chosen (English or Literature or both) • One Religion subject must be chosen (Study of Religion or Religion & Ethics) • One Mathematics subject must be chosen (Essential, General, Methods or Specialist)

The Non ATAR Pathway

Non-ATAR students study a combination of Applied/VET subjects and up to three General subjects.

OPTION 1	If you choose up to three General Subjects: • One English subject must be chosen (English or Essential English) • One Religion subject must be chosen (Study of Religion or Religion & Ethics) • General Mathematics or Essential Mathematics must be chosen • Three Electives (General, Applied or VET subjects)



For further information about Queensland Senior subjects visit Queensland Curriculum & Assessment Authority (QCAA) at <https://www.qcaa.qld.edu.au/senior/senior-subjects>

MAKING SELECTIONS

- 1

Peruse this Senior Guide
Take time to peruse the Senior Guide and what each subject entails, including any prerequisites.
- 2

Will you be choosing an ATAR or Non ATAR Pathway
Deciding on your pathway is a personal choice. It’s about choosing the right avenue for you - your interests, your future. Remember, our support team is also available to discuss your study options. All students at Marymount College study six subjects.
- 3

Points to consider
 - If insufficient students select a subject or VET course, it may not be timetabled in 2027.
 - The Year 11 curriculum in 2027 will be arranged on six lines.
It is possible that two subjects which a student wishes to select may occur on the same line. A choice will then have to be made between the two subjects.
 - All subjects selected in Year 11 continue on to the end of Year 12.
It may be possible, however, for a student to change subjects at certain stages during the two years - but only after approval has been given by the Assistant Principal Senior Curriculum.
 - Students will need to complete a unit before changing a subject.
There is a two week trial period at the beginning of each unit for a student to change a subject. After Week 2, students are required to complete the full unit.
 - Quota restrictions apply to all subjects and selection of an elective does not guarantee a place in the subject.
- 4

Attend Subject Information Evening
Subject Selection Information evenings provide an opportunity to ask questions and gather information to help with your selections.
- 5

Attend SET Plan Interviews
SET Plan Interviews offer one-on-one meetings with our senior teachers to ensure your choices align with your interests and future aspirations.
- 6

Make your selections Online
You will receive an email with login details to make your subject selections for 2027. All Year 11 subject selections will be created based on this data, and the timetable will be generated accordingly.

General Senior Subject

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

- Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:
- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
 - skills to 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
 - enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
 - creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
 - critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
 - empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

YEAR 10 PRE-REQUISITES
C+ English

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

- 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/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

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 & 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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Spoken persuasive response (25%) Summative internal assessment 2 (IA2): • Written response for a public audience (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Examination — extended response (25%) Summative External Assessment (EA) • Examination – extended response (25%)

General Senior Subject

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

- Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:
- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
 - skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
 - enjoyment and appreciation of literary texts and the aesthetic use of language and style
 - creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
 - critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
 - empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

YEAR 10 PRE-REQUISITES
B+ English

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

- 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/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

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 & 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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Examination — extended response (25%) • Summative internal assessment 2 (IA2): • Imaginative response (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Imaginative response (25%) Summative External Assessment (EA) • Examination – extended response (25%)

Applied Senior Subject

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

- Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
 - skills to choose generic structures, language, language features and technologies to best convey meaning
 - skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
 - effective use of language to produce texts for a variety of purposes and audiences
 - creative and imaginative thinking to explore their own world and the worlds of others
 - active and critical interaction with a range of texts, and an awareness of how language positions both them and others
 - empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/ or Torres Strait Islander writers
 - enjoyment of contemporary literary and non-literary texts, including digital texts.

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

- 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.

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.

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Language that works • Responding to texts • Creating texts	Texts and human experiences • Responding to texts • Creating texts	Language that influences • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	Representations and popular culture texts • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Spoken response Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Multimodal response Summative internal assessment (IA4): • Written response

General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines. To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences,

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	Applications of linear equations and trigonometry, matrices and univariate data analysis • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	Bivariate data and time series analysis, sequences and Earth geometry • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	Investing and networking • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Problem-solving and modelling task (20%) • Summative internal assessment 2 (IA2): • Examination - short response (15%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Examination - short response (15%) Summative External Assessment (EA) • Examination – combination response (50%)

YEAR 10 PRE-REQUISITES
C English and C+ Maths or C- Maths Extension

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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

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

- Objectives**
By the conclusion of the course of study, students will:
- recall mathematical knowledge
 - use mathematical knowledge
 - communicate mathematical knowledge
 - evaluate the reasonableness of solutions
 - justify procedures and decisions
 - solve mathematical problems.

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

MATHEMATICAL METHODS

General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines. To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics. Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics. The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the

YEAR 10 PRE-REQUISITES
C English and B- Maths Extension

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

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

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

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

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Problem-solving and modelling task (20%) Summative internal assessment 2 (IA2): • Examination – short response (15%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Examination – short response (15%) Summative External Assessment (EA) • Examination – combination response (50%)

SPECIALIST MATHEMATICS

General Senior Subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on

YEAR 10 PRE-REQUISITES
C English and B+ Maths Extension

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

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

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

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

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

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

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Problem-solving and modelling task (20%) Summative internal assessment 2 (IA2): • Examination – short response (15%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Examination – short response (15%) Summative External Assessment (EA) • Examination – combination response (50%)

ESSENTIAL MATHEMATICS

General Senior Subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): - Problem solving and modelling tasks Summative internal assessment 2 (IA2): - Common internal assessment (CIA)	Summative Internal Assessment Summative internal assessment 3 (IA3): - Problem solving and modelling tasks Summative internal assessment (IA4): - Examination – short response

YEAR 10 PRE-REQUISITES

N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

Pathways

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

Objectives

- By the conclusion of the course of study, students will:
- recall mathematical knowledge
 - use mathematical knowledge
 - communicate mathematical knowledge
 - evaluate the reasonableness of solutions
 - justify procedures and decisions
 - solve mathematical problems.

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.

STUDY OF RELIGION

General Senior Subject

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people’s lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

YEAR 10 PRE-REQUISITES

C+ English and C+ Religion

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

- By the conclusion of the course of study, students will:
- explain features and expressions of religious traditions
 - analyse perspectives about religious expressions
 - evaluate the significance and influence of religion
 - communicate meaning to suit purpose

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).

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Religion, meaning and purpose - Nature and purpose of religion - Sacred texts	Religion and ritual - Lifecycle rituals - Calendrical rituals	Religious ethics - Social ethics - Personal ethics	Religion — rights and relationships - Religion and the nation–state - Human existence and rights

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): - Examination — extended response (25%) Summative internal assessment 2 (IA2): - Investigation – inquiry response (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): - Investigation – inquiry response (25%) Summative External Assessment (EA) - Examination – short response (25%)

RELIGION AND ETHICS

Applied Senior Subject

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students’ understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

YEAR 10 PRE-REQUISITES

N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

- By the conclusion of the course of study, students should:
- explain religions, spiritual and ethical principles and practices
 - examine religions, spiritual and ethical information
 - apply religious, spiritual and ethical knowledge
 - communicate responses
 - evaluate projects.

Structure

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

Unit Option

- Unit option A
- Unit option B
- Unit option E
- Unit option F

Unit Title

- Australian identity
- Social justice
- Peace
- Sacred stories

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

ASSESSMENT	Technique	Description	Response requirements	
	Project	Students provide a view on a scenario.	Product/Plan/Campaign One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 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, or 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
	Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media	• Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
	Extended response	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media	• Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

ACCOUNTING

General Senior Subject

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

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

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

YEAR 10 PRE-REQUISITES

C+ English and C+ Maths or C Maths Extension

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Pathways

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

Objectives

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Real-world accounting • Introduction to accounting • Accounting for today’s businesses	Financial reporting • End-of-period reporting for today’s businesses • Performance analysis of a sole trader business	Managing resources • Cash management • Managing resources for a sole trader business	Accounting — the big picture • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Project — cash management (25%) Summative internal assessment 2 (IA2): • Examination – combination response (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Examination – combination response (25%) Summative External Assessment (EA) • Examination – combination response (25%)

BUSINESS

General Senior Subject

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

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

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

YEAR 10 PRE-REQUISITES
C English and C Maths or C- Maths Extension

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

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

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

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	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Examination - combination response (25%) Summative internal assessment 2 (IA2): • Business report (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Feasibility report (25%) Summative External Assessment (EA) • Examination – combination response (25%)

BUSINESS STUDIES

Applied Senior Subject

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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 should:

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

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

Unit Option	Unit Title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

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

ASSESSMENT	Technique	Description	Response requirements	
	Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words	
ASSESSMENT	Project	Students develop a business solution for a scenario about the unit context.	Action plan One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 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, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

CERTIFICATE III IN BUSINESS

VOCATIONAL EDUCATION & TRAINING (BSB30120)

Description
The BSB30120 Certificate III in Business qualification comprises general and vocational education components and is designed to provide students with a variety of intellectual, technical, operational and workplace skills, including the key competencies. It provides the context in which students are afforded the opportunity not only to understand issues associated with workplace culture and practices, but also to develop the skills, processes and attitudes crucial for making valid decisions about career paths. In addition to technical skills such as clerical skills and information processing, employers also expect entry-level trainees to possess a range of general skills, including: communication and literacy, numeracy, problem solving, enterprise, team skills, organisational skills, self-management and the ability to work effectively in a business environment.

The BSB30120 Certificate III in Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The BSB30120 Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

- Future Pathways**
- Accounts Clerk
 - Accounts Payable Clerk
 - General Clerk
 - Junior Personal Assistant
 - Office Assistant
 - Receptionist
 - Word Processor

- Training and Assessment Delivery**
Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a business office. Assessment techniques include:
- Observation
 - Folios of work
 - Questioning
 - Projects
 - Written
 - Practical tasks

12 units of competency must be achieved:

BSBPEF301	Organise personal work priorities
BSBXCM501	Engage in workplace
BSBPEF302	Develop self-awareness
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC302	Design and produce spreadsheets
BSBCRT311	Apply critical thinking skills in a team environment
BSBOPS304	Deliver and monitor a service to customers
BSBTEC301	Design and produce business documents
SIRXPK001	Advise on products and services
BSBOPS305	Process customer complaints

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 8 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$450

- Cost / Funding**
- Certificate III courses are not eligible for VETiS funding.
 - VETiS is funded through Queensland Government.
 - QCE Credits: Up to 8 QCE (credits may apply for partial completion)
 - 2027 Fee for Service: Approximately \$450
 - Course Duration: 2 years
- RTO Obligation**
Students will be provided with every opportunity to complete the qualification.
- We do not guarantee employment upon completion of this qualification.
 - Students who are deemed competent in all 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.

Eligibility:
All students undertaking a VET Qualification will be required to complete a Learning, Literacy and Numeracy (LLN) Quiz. This quiz will be conducted under supervision at school with the results sent to the relevant Registered Training Organisation. The purpose of the quiz is to inform RTOs of the abilities of their prospective students. RTOs will then make a decision about what support is required and which course is suitable. For more detailed information please refer Appendix at the back of this guide.

Students will also be required to undertake a Digital literacy test, to ensure students have the hardware, software and ability to use the required programs.

DIPLOMA OF BUSINESS

VOCATIONAL EDUCATION & TRAINING (BSB50120)

Description
Want to graduate school with real world skills? Managing finances, marketing and recruitment processes. The BSB50120 Diploma of Business opens the door to endless career opportunities. It is a highly regarded, nationally recognised qualification that may increase student's skills, knowledge and employability - all before they finish school! Prestige Service Training's qualified trainers, all with current industry experience, will mentor students through their journey with face-to-face lessons every week, and extra tutorial support if and when required.

Application
The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice. The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Recommendations
The BSB50120 Diploma Business allows students to experience a Tertiary level course while still at secondary school. It comes with high expectations of academic ability and business acumen.

- Future Pathways**
- Bachelor of Business
 - Administration
 - Accounting
 - Marketing
 - Retail
 - Human Resources
 - Banking and Finance

- Training and Assessment Delivery**
Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in a business office. Assessment techniques include:
- Observation
 - Folios of work
 - Questioning
 - Projects
 - Written
 - Practical tasks

BSBCMM411	Make Presentations
BSBXCM501	Lead Communication in the Workplace
BSBPEF501	Manage Personal and Professional Development
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBMKG541	Identify and Evaluate Marketing Opportunities
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBTWK503	Manage Meetings
BSBPMG430	Undertake Project Work
BSBOPS504	Manage Business Risk
BSBCRT511	Develop Critical thinking in others
BSBSTR502	Facilitate Continuous Improvement

YEAR 10 PRE-REQUISITES
-C English

QCE Credits = 8 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$2,799

- Cost/Funding**
- Approximately \$2,799 face to face within the timetable
 - Payable over 18 months with payment plans available.
 - Prestige Service Training do not collect more than \$1500 at any one time.
 - Students will not be able to use VETiS funding for this course.
 - Course Duration: 18 months

- RTO Obligation**
- Students will be provided with every opportunity to complete the qualification.
 - We do not guarantee employment upon completion of this qualification.
 - Students who are deemed competent in all 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.

Delivery
Diploma class will be included on a timetabled line if student numbers permit. If student numbers are below the minimum, the class will run during Thursday sport time.

To attain a BSB50120 Diploma of Business, 12 units of competency must be achieved:

Eligibility:
All students undertaking a VET Qualification will be required to complete a Learning, Literacy and Numeracy (LLN) Quiz. This quiz will be conducted under supervision at school with the results sent to the relevant Registered Training Organisation. The purpose of the quiz is to inform RTOs of the abilities of their prospective students. RTOs will then make a decision about what support is required and which course is suitable. For more detailed information please refer Appendix at the back of this guide. Students will also be required to undertake a Digital literacy test, to ensure students have the hardware, software and ability to use the required programs.

ECONOMICS

General Senior Subject

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

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

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

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Markets and models - The basic economic problem - Economic flows - Market forces	Modified markets - Markets and efficiency - Case options of market measures and strategies	International economics - International trade - Global economic issues	Contemporary macroeconomics - Macroeconomic objectives and theory - Economic indicators and past budget stances - Economic management
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): - Examination – combination response (25%) Summative internal assessment 2 (IA2): - Investigation (25%)	Summative Internal Assessment - Summative internal assessment 3 (IA3): - Examination – extended response (25%) Summative External Assessment (EA) - Examination – combination response (25%)

YEAR 10 PRE-REQUISITES
C+ English and C+ Maths or C- Maths Extension

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

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

Pathways
A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

LEGAL STUDIES

General Senior Subject

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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Beyond reasonable doubt - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	Balance of probabilities - Civil law foundations - Contractual obligations - Negligence and the duty of care	Law, governance and change - Governance in Australia - Law reform within a dynamic society	Human rights in legal contexts - Human rights - Australia's legal response to international law and human rights - Human rights in Australian contexts
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): - Examination – combination response (25%) Summative internal assessment 2 (IA2): - Investigation – inquiry report (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): - Investigation – analytical essay (25%) Summative External Assessment (EA) - Examination – combination response (25%)

YEAR 10 PRE-REQUISITES
C+ English or C+ Civics

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students’ abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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

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

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

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

MODERN HISTORY

General Senior Subject

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

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking. Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range

YEAR 10 PRE-REQUISITES

C+ English or C+ History

QCE Credits = 4

(based on a C level or higher of each completed unit)

2027 Levy = NIL

of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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:

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

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Ideas in the modern world • Australian Frontier wars 1788– 1930s • Russian Revolution	Movements in the Modern World • Age of Imperialism, 1848–1914 • Independence movement in Vietnam 1945 - 75	National experiences in the Modern World • Israel • Nazi Germany	International experiences in the Modern World • Holocaust • Cold War - End of the Soviet Union 1980s - 1990s
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Examination - extended response (25%) Summative internal assessment 2 (IA2): • Investigation (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Investigation (25%) Summative External Assessment (EA) • Examination – short response (25%)

TOURISM

Applied Senior Subject

Tourism is one of the world’s largest industries and one of Australia’s most important industries, contributing to gross domestic product and employment. The term ‘tourism industry’ describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

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

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

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. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

YEAR 10 PRE-REQUISITES

N/A

QCE Credits = 4

(based on a C level or higher of each completed unit)

2027 Levy = \$350

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

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

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

Unit Option	Unit Title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option E	Tourism industry and careers

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

BIOLOGY

General Senior Subject

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

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

- Biology aims to develop students':
- sense of wonder and curiosity about life
 - respect for all living things and the environment
 - understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
 - understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
 - appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
 - ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
 - ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
 - ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

	Unit 1	Unit 2	Unit 3	Unit 4
ASSESSMENT	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Data test (10%) Summative internal assessment 2 (IA2): • Student experiment (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Research investigation (20%) Summative External Assessment (EA) • Examination – combination response (50%)

CHEMISTRY

General Senior Subject

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

- Chemistry aims to develop students':
- Interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
 - understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
 - understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
 - appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
 - expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
 - ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
 - ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

	Unit 1	Unit 2	Unit 3	Unit 4
STRUCTURE	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

	Unit 1	Unit 2	Unit 3	Unit 4
ASSESSMENT	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Data test (10%) Summative internal assessment 2 (IA2): • Student experiment (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Research investigation (20%) Summative External Assessment (EA) • Examination – combination response (50%)

YEAR 10 PRE-REQUISITES
C English and B- Maths or C Maths Extension and C+ Science

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

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

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).

MARINE SCIENCE

General Senior Subject

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

- Marine Science aims to develop students’:
- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
 - appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
 - interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
 - investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
 - understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
 - understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
 - appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts

YEAR 10 PRE-REQUISITES
C English and C+ Science

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$525

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways
A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

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

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

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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Data test (10%) Summative internal assessment 2 (IA2): • Student experiment (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Research investigation (20%) Summative External Assessment (EA) • Examination – combination response (50%)

PHYSICS

General Senior Subject

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

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

- Physics aims to develop students’:
- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
 - understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
 - understanding of the ways in which matter and energy interact in physical systems across a range of scales
 - understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
 - investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
 - ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
 - ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

YEAR 10 PRE-REQUISITES
C English and B- Maths or C Maths Extension and C+ Science

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

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

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

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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Data test (10%) Summative internal assessment 2 (IA2): • Student experiment (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Research investigation (20%) Summative External Assessment (EA) • Examination – combination response (50%)

PSYCHOLOGY

General Senior Subject

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

- Psychology aims to develop students’:
- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
 - appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
 - understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
 - ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
 - ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
 - ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

YEAR 10 PRE-REQUISITES
C English and C+ Science

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

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

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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Data test (10%) Summative internal assessment 2 (IA2): • Student experiment (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Research investigation (20%) Summative External Assessment (EA) • Examination – combination response (50%)

AQUATIC PRACTICES

Applied Senior Subject

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities. Projects and investigations are key features of Aquatic Practices. 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 aquatic contexts. By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication. The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes. Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

Pathways
A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation,

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$525

tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

- Objectives**
By the conclusion of the course of study, students should:
- describe ideas and phenomena
 - execute procedures
 - analyse information
 - interpret information
 - evaluate conclusions and outcomes
 - plan investigations and projects.

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

Unit Option	Unit Title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishin
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

ASSESSMENT	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

DESIGN

General Senior Subject

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

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

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking

YEAR 10 PRE-REQUISITES
C English

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

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

Pathways

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

Objectives

- By the conclusion of the course of study, students will:
- describe design problems and design criteria
 - represent ideas, design concepts and design information using visual representation skills
 - analyse needs, wants and opportunities using data
 - devise ideas in response to design problems
 - evaluate ideas to make refinements
 - propose design concepts in response to design problems
 - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Design challenge (20%) Summative internal assessment 2 (IA2): • Project (30%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Project (25%) Summative External Assessment (EA) • Examination – extended response (25%)

DIGITAL SOLUTION

General Senior Subject

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

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

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia’s workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

YEAR 10 PRE-REQUISITES
C English

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

Pathways

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

Objectives

- By the conclusion of the course of study, students will:
- recognise and describe food and nutrition facts and principles
 - explain food and nutrition ideas and problems
 - analyse problems, information and data
 - determine solution requirements and criteria
 - synthesise information and data
 - generate solutions to provide data to determine the feasibility of the solution
 - evaluate and refine ideas and solutions to make justified recommendations for enhancement
 - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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)

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Technical proposal (25%) Summative internal assessment 2 (IA2): • Digital solution (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Digital solution (25%) Summative External Assessment (EA) • Examination – combination response (25%)

FASHION

Applied Senior Subject

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

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

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

ASSESSMENT	Technique	Description	Response requirements	
	Project	Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
	Practical demonstration	Students create/ design and/or produce an outfit, garments, campaigns or extension lines.	Unit-specific product Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

YEAR 10 PRE-REQUISITES

N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)

2027 Levy = NIL

Pathways
A course of study in Aquatic Practices can establish a basis for A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

- Objectives**
By the conclusion of the course of study, students should:
- demonstrate practices, skills and processes
 - interpret briefs
 - select practices, skills and procedures
 - sequence processes
 - evaluate skills, procedures and products
 - adapt production plans, techniques and procedures.

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

Unit Option	Unit Title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

FOOD & NUTRITION

General Senior Subject

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

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

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

YEAR 10 PRE-REQUISITES

C English

QCE Credits = 4 (based on a C level or higher of each completed unit)

2027 Levy = NIL

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

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

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

- Objectives**
By the conclusion of the course of study, students will:
- recognise and describe food and nutrition facts and principles
 - explain food and nutrition ideas and problems
 - analyse problems, information and data
 - determine solution requirements and criteria
 - synthesise information and data
 - generate solutions to provide data to determine the feasibility of the solution
 - evaluate and refine ideas and solutions to make justified recommendations for enhancement
 - make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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)

STRUCTURE	Unit 1		Unit 2	Unit 3	Unit 4
	Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein		Food drivers and emerging trends • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	Food science of carbohydrate and fat • Carbohydrate • Fat	Food solution development for nutrition consumer markets • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets
ASSESSMENT	Unit 1	Unit 2	Unit 3		Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Examination —combination response (25%) Summative internal assessment 2 (IA2): • Food and Nutrition solution (25%)		Summative Internal Assessment Summative internal assessment 3 (IA3): • Food and Nutrition solution (25%) Summative External Assessment (EA) • Examination – combination response (25%)

CERTIFICATE III IN HOSPITALITY

VOCATIONAL EDUCATION & TRAINING (SIT30622)

Description
The SIT30622 Certificate III in Hospitality qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

Licensing/Regulatory Information
No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Professional outcomes
This qualification provides a pathway to work in organisations such as

- Restaurants
- Hotels, motels
- Clubs, pubs
- Cafés
- Coffee shops

This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Duration
Scheduled classes imbedded within the Marymount College timetable over a 2-year duration including 36 mandatory service shifts in the Hospitality sector or Marymount cafe/restaurant. This course requires students to complete 15 units of theory. QCE credits may apply for partial completion. Other Requirements
Students are required to purchase a pair of black trousers and white long sleeved shirt.

Cost/Funding
Certificate III course are not eligible to access Vocational Education & Training in schools (VETiS) funding. * Fee 2027 = Approximately \$800

SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHCCC028	Prepare appetisers and salads
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 8 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$800

Assessment
Scheduled classes to suit Marymount College timetable over 2 year duration

RTO Obligation
Students will be provided with every opportunity to complete the qualification.

- We do not guarantee employment upon completion of this qualification.
- Students who are deemed competent in all 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.

Delivery
A Marymount College teacher will deliver the training on site at Marymount College.
Licensing/Regulatory Information
No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Notes:
All students undertaking a VET Qualification will be required to complete a Learning, Literacy and Numeracy (LLN) Quiz. This quiz will be conducted under supervision at school with the results sent to the relevant Registered Training Organisation. The purpose of the quiz is to inform RTOs of the abilities of their prospective students. RTOs will then make a decision about what support is required and which course is suitable. For more detailed information please refer Appendix at the back of this guide.
Students will also be required to undertake a Digital literacy test, to ensure students have the hardware, software and ability to use the required programs.

CERTIFICATE II IN CONSTRUCTION PATHWAYS

VOCATIONAL EDUCATION & TRAINING (CPC20220)

Description
The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing). Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.
Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application
The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.
The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Registered training organisation (RTO):
Blue Dog Training
(RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004



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

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

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$1,200

Eligibility - Cost
This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200. For eligibility requirements, refer to the LINK > Blue Dog Training website:
For information on the LINK > refund policy

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

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

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

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- #CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').
- More information about this qualification via LINK: more info

CERTIFICATE II IN ENGINEERING PATHWAYS

VOCATIONAL EDUCATION & TRAINING (MEM20422)

Description
The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application
The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Registered training organisation (RTO):
Blue Dog Training
(RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004



CORE	MEM13015	Work safely and effectively in manufacturing and engineering
	MEMPE005	Develop a career plan for the engineering and manufacturing industries
	MEMPE006	Undertake a basic engineering project
	MSMENV272	Participate in environmentally sustainable work practices

ELECTIVE	MEM11011*	Undertake manual handling
	MEM16006*	Organise and communicate information
	MEM16008*	Interact with computing technology
	MEM18001*	Use hand tools
	MEM18002*	Use power tools/hand held operations
	MEMPE001	Use engineering workshop machines
	MEMPE002	Use electric welding machines
	MEMPE007	Pull apart and re-assemble engineering mechanisms

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = approx. \$1,200

Eligibility - Cost
This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the LINK > Blue Dog Training website:
For information on the LINK > refund policy

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

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment. Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Notes:
An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*

Elective units may change prior to program commencement to ensure alignment with current industry practices.

More information about this qualification is available via LINK > more info

HEALTH

General Senior Subject

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus. The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post schooling life course transition. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. 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. The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health

YEAR 10 PRE-REQUISITES
C English

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

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
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and 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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment - Summative internal assessment 1 (IA1): • Action research (25%) - Summative internal assessment 2 (IA2): • Examination – extended response (25%)	Summative Internal Assessment - Summative internal assessment 3 (IA3): • Investigation (25%) Summative External Assessment (EA) • Examination – extended response (25%)

PHYSICAL EDUCATION

General Senior Subject

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

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

YEAR 10 PRE-REQUISITES

C English or C+ Civics

QCE Credits = 4 (based on a C level or higher of each completed unit)

2027 Levy = NIL

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

- Objectives**
By the conclusion of the course of study, students will:
- recognise and explain concepts and principles about movement
 - demonstrate specialised movement sequences and movement strategies
 - apply concepts to specialised movement sequences and movement strategies
 - analyse and synthesise data to devise strategies about movement
 - evaluate strategies about and in movement
 - justify strategies about and in movement
 - make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

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).

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity • Sport psychology in physical activity • Equity — barriers and enablers	Tactical awareness and ethics in physical activity • Tactical awareness in physical activity • Ethics and integrity in physical activity	Energy, fitness and training in physical activity • Energy, fitness and training integrated in physical activity
ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Project – folio (25%) Summative internal assessment 2 (IA2): • Investigation report (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Project – folio (25%) Summative External Assessment (EA) • Examination – combination response (25%)

SPORT AND RECREATION

Applied Senior Subject

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. Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities. Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

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

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

YEAR 10 PRE-REQUISITES

N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)

2027 Levy = NIL

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

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

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

Unit Option	Unit Title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

DANCE

General Senior Subject

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

YEAR 10 PRE-REQUISITES
C English or C Dance

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Pathways
A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transferrable skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and dance skills.

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).

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Moving bodies • How does dance communicate meaning for different purposes and in different contexts?	Moving through environments • How does the integration of the environment shape dance to communicate meaning?	Moving statements • How is dance used to communicate viewpoints?	Moving my way • How does dance communicate meaning for me?

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Performance (20%) Summative internal assessment 2 (IA2): • Choreography (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Dance work (35%) Summative External Assessment (EA) • Examination – extended response (25%)

DRAMA

General Senior Subject

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

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

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

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

YEAR 10 PRE-REQUISITES
C English or C Drama

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

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

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

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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Performance (20%) Summative internal assessment 2 (IA2): • Dramatic concept (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Practice-led project (35%) Summative External Assessment (EA) • Examination – extended response (25%)

DRAMA IN PRACTICE

Applied Senior Subject

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

Drama exists wherever people present their experiences, ideas and feelings through re enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

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

YEAR 10 PRE-REQUISITES
N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Pathways
Drama in Practice students 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. 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.

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

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

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

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).

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

ASSESSMENT	Technique			Description		Response requirements	
	Directorial project	Students plan, make and evaluate a director’s brief for an excerpt of a published script relevant to the unit.	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Devised scene Up to 4 minutes (rehearsed)		• Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	
				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		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	
				Performance Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.		• Performance • Performance (live or recorded): up to 4 minutes	

FILM, TELEVISION & NEW MEDIA

General Senior Subject

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

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

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

YEAR 10 PRE-REQUISITES
C English or C Media Arts

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

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).

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Case study investigation (15%) Summative internal assessment 2 (IA2): • Multi-platform content project (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Stylistic production (35%) Summative External Assessment (EA) • Examination – extended response (25%)

MUSIC

General Senior Subject

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): - Performance (20%) Summative internal assessment 2 (IA2): - Composition (20%)	Summative Internal Assessment Summative internal assessment 3 (IA3): - Project (35%) Summative External Assessment (EA) - Examination – extended response (25%)

VISUAL ART

General Senior Subject

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

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

Pathways
This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment Formative Internal Assessments/s	Formative Assessment Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): - Investigation – inquiry phase 1 (20%) Summative internal assessment 2 (IA2): - Project — inquiry phase 2 (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): - Project — inquiry phase 3 (30%) Summative External Assessment (EA) - Examination – extended response (25%)

YEAR 10 PRE-REQUISITES
C English or C Visual Art

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations.

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

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

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).

VISUAL ARTS IN PRACTICE

Applied Senior Subject

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

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

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

Pathways

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

YEAR 10 PRE-REQUISITES

N/A

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

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

Objectives

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

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

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 option A
- Unit option B
- Unit option C
- Unit option D

Unit Title

- Looking inwards (self)
- Looking outwards (others)
- Clients
- Transform & extend

FRENCH

General Senior Subject

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

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

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student’s learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student’s life experience.

YEAR 10 PRE-REQUISITES

C English or C+ French

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students’ horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Objectives

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

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 & 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).

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

ASSESSMENT	Technique	Description	Response requirements	
	Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent	OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based 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
	Directorial project	Students plan, make and evaluate a director’s brief for an excerpt of a published script relevant to the unit.	Resolved artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s	

STRUCTURE	Unit 1	Unit 2	Unit 3	Unit 4
	Ma vie — My world • Family/carers • Peers • Education	L’exploration du monde — Exploring our world • Travel and exploration • Social customs • French influences around the world	Notre société; culture et identité — Our society; culture and identity • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	Mon présent; mon avenir — My present; My future • The present • Future choices

ASSESSMENT	Unit 1	Unit 2	Unit 3	Unit 4
	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Examination - short response (20%) Summative internal assessment 2 (IA2): • Examination - extended response (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Multimodel presentation and interview (30%)
				Summative External Assessment (EA) • Examination – combination response (25%)

SPANISH

General Senior Subject

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

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

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student’s learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student’s life experience. The ability to communicate in an additional language such

YEAR 10 PRE-REQUISITES
C English or C+ Spanish

QCE Credits = 4 (based on a C level or higher of each completed unit)
2027 Levy = NIL

as Spanish is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students’ horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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

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

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

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

	Unit 1	Unit 2	Unit 3	Unit 4
STRUCTURE	Mi mundo — My world • Family/carers • Peers • Education	La exploración de nuestro mundo — Exploring our world • Travel and exploration • Social customs • French influences around the world	Nuestra sociedad; cultura e identidad — Our society; culture and identity • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	Mon présent; mon avenir — My present; My future • The present • Future choices

	Unit 1	Unit 2	Unit 3	Unit 4
ASSESSMENT	Formative Assessment • Formative Internal Assessments/s	Formative Assessment • Formative Internal Assessments/s	Summative Internal Assessment Summative internal assessment 1 (IA1): • Examination - short response (20%) Summative internal assessment 2 (IA2): • Examination - extended response (25%)	Summative Internal Assessment Summative internal assessment 3 (IA3): • Multimodel presentation and interview (30%) Summative External Assessment (EA) • Examination – combination response (25%)



What is Vocational Education & Training?

Vocational Education and Training (VET) is a learning pathway available for young people in senior secondary. VET provides students with the opportunity to engage in education and training which may lead to employment and/or further study.

- 1
- VET offers clear benefits to students, including:**

The development of work-related skills, making young people more employable

Access to learning opportunities beyond the traditional curriculum, including work-based learning

Competency-based assessment that meets industry standards

- 2
- Benefits of participating in VET include (but are not limited to):**

 - Obtaining practical experience from work
 - Gaining familiarity on how workplaces operate
 - Developing employability skills
 - Developing and improving interpersonal skills
 - Allowing students to explore the potential career path they would like to pursue.

- 3
- VET Qualifications**

May be delivered by schools that are RTOs, TAFE Queensland, and private VET providers.

 - Most VET qualifications undertaken at school articulate to higher Australian Qualifications Framework (AQF) VET qualifications.
 - Some VET programs articulate to higher education programs.

- 4
- School-based apprenticeships and traineeships**

Allow young people to work for an employer and train towards a recognised qualification under a contract of training while completing their school studies.

 - Students whose school-based apprenticeship or traineeship is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship.
 - SATs allow young people to work for an employer and train towards a recognised qualification under a contract of training while completing their school studies.
 - SAT QCE points, if required, will contribute towards a students QCE which can be issued post school.

- 5
- VET and tertiary entrance**

Students who complete an AQF Certificate III or higher level VET qualification while at school may be able to use this as the basis of admission to a higher education course.

 - They may also be given credit at University or TAFE for units of competency or qualifications completed during Years 11 and 12. Each VET qualification — Certificate III or higher — will have a single scaled score that can be included in a student's Australian Tertiary Rank (ATAR).

What is Career Ready?

The Career Ready program is a Queensland Government initiative designed to modernise and expand vocational education opportunities for secondary school students, replacing the former Vocational Education and Training in Schools (VETiS) program. It aims to better prepare students in Years 10–12 for direct pathways into employment by providing access to fee-free nationally recognised qualifications, practical industry experiences, and structured workplace learning. A key feature of the program is the removal of financial barriers, allowing eligible students to complete Certificate I, II, and some Certificate III qualifications at no cost, making vocational education more accessible and equitable.

In addition to formal training, Career Ready strengthens the connection between schools and industry by offering career taster experiences, work placements, and partnerships with local employers. Students can also undertake school-based apprenticeships or traineeships, enabling them to work, earn a wage, and gain real-world experience while completing their Queensland Certificate of Education (QCE). To access these benefits, students must meet eligibility requirements, including being a Queensland resident, holding appropriate citizenship or residency status, and being enrolled in Years 10–12. Overall, the program reflects a broader shift towards workforce readiness, skills development, and stronger school-to-work transitions, helping students build employability skills, industry knowledge, and clearer career pathways before leaving school.



Appendix 1

RTO Language, Literacy and Numeracy Assessment Policy

Purpose
The purpose of this policy is to ensure that students are supported in their Language, Literacy, and Numeracy needs through the completion of their training. This policy enables the staff members to identify any gaps in skills and need to offer additional support with literacy and numeracy to assist students to better manage the requirements of their course in training.

Scope
New RTO to be provided

1. Authorisation
New RTO to be provided

1. Policy
New RTO to be provided

Definitions
ACSF Australian Core Skills Framework LLN Language. Literacy and Numeracy
Language Means the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way, including any nonverbal method of expression or communication such as a language of gesture and facial expression
Literacy Mean the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, story-telling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing
Numeracy: Numeracy involves using some mathematics and to achieve some purpose using the numbers in a particular context
Student: Means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Appendix 2

Blue Dog Training PTY LTD

To determine if you need support to successfully undertake this course it is important that Blue Dog Training can determine if you have any special learning needs and evaluate your knowledge and skill in reading, writing, numeracy and communication. Where any of the required LL&N Core Skills levels are greater than the LL&N Core Skills levels you possess, additional support may be required for you to complete the CPC10120 Certificate I in Construction, the CPC20220 Certificate II in Construction Pathways or the MEM20422 Certificate II in Engineering Pathways course. Please contact Blue Dog Training if you require further explanation.



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Marymount College would like to formally acknowledge Bond University Australia for inspiration for our College Senior Guide.