SENIOR SUBJECT GUIDE 2026 - 2027

Heatley Secondary College
(National Provider No: 30295)

Queensland Curriculum & Assessment Authority

Nationally Recognised Training

Heatley Secondary College acknowledges the Traditional Owners of the land on which our College was built in 1968, the Wulgurukaba People.

The Wulgurukaba people call their country “Gurrumbilbarra” Wulgurukaba meaning “canoe people”. An important symbol of the Wulgurukaba people is the Carpet Snake. Wulgurukaba’s creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands. The snake’s body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay; the body is at Palm Island; and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country “Thul Garrie Waja”. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in, meant there was either danger coming or that someone from that direction was in need of help or in danger.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

We are committed to delivering aspirational, educational, economic and social outcomes for Aboriginal and Torres Strait Islander peoples.

We all have a role in creating workplaces, schools and communities that value, support, and uphold the rights of Aboriginal and Torres Strait Islander peoples.

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Introduction

Congratulations on your decision on choosing Heatley Secondary College for your senior education. We are incredibly proud of our College and the students who attend here. Our College provides quality senior secondary education for all students and the staff work very hard to support and encourage every learner to achieve their best academically. We expect all senior students to progressively work towards achieving their Queensland Certificate of Education across their two years of senior studies. This qualification opens the doors to future pathways.

Our range of courses is widespread with options including both 'traditional' academic subjects as well as 'in house' Vocational Education and Training (VET) courses. Students also have access and support to engage with external VET options such as School-based Apprenticeships and Traineeships and TAFE courses. We believe that a successful learner is multi-faceted and we encourage students to be involved in the whole school community by engaging in sporting, cultural, community and other personal development pursuits whilst at school. This subject guide provides details of our course offerings available to students.

Senior Education Profile

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

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

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

Senior Statement

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study.

A full record of study will be issued, along with the QCE qualification, in the first December after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Education (QCE)

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCE requirements

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

For more information about the QCE requirements, visit the QCAA website at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

Senior Subjects

Underpinning factors

All senior syllabuses are underpinned by:

- literacy – the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy – the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations,
- 21st century skills – the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

At Heatley Secondary College we offer a range of General and Applied subjects as well as VET certificate courses.

All subjects build upon the learnings from the F – 10 Australian Curriculum delivered across Years 7 – 10.

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.
General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 contributes to a QCE.

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

Assessment

Units 1 and 2 assessments

Assessment tasks for Units 1 and 2 mirror the type and format of assessment in Units 3 and 4.

Schools report satisfactory completion of Units 1 and 2 to the QCAA.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments – three internal and one external – that count towards the overall subject result in each General subject.
The results from internal assessment are combined with a single result from an external assessment. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

Applied Subjects

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.
Applied syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning.

Results from assessment in Applied subjects (Units 1 - 4) contribute to a QCE. Results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

Assessment tasks for Units 1 and 2 mirror the type and format of assessment in Units 3 and 4. Schools report satisfactory completion of Units 1 and 2 to the QCAA.

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

Applied syllabuses do not have external assessment.

Essential English and Essential Mathematics – *Common Internal Assessment*

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Vocational Education and Training (VET)

Students can access a variety of VET programs both within the school and from external providers. They can choose a VET course:

- as part of their main school subject selection
- through our TCTC or TAFE Queensland
- as school based traineeships and apprenticeships via external providers

Plan your pathway

1 Think about your abilities, interests and ambitions

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

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

2 Check what you need for your QCE

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

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

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

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

Some university courses also have other prerequisites.

VET

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

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

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results across Units 3 and 4, ***or***
- best results in a combination of four General subject results plus an Applied subject result ***or*** a Certificate III or higher VET qualification.

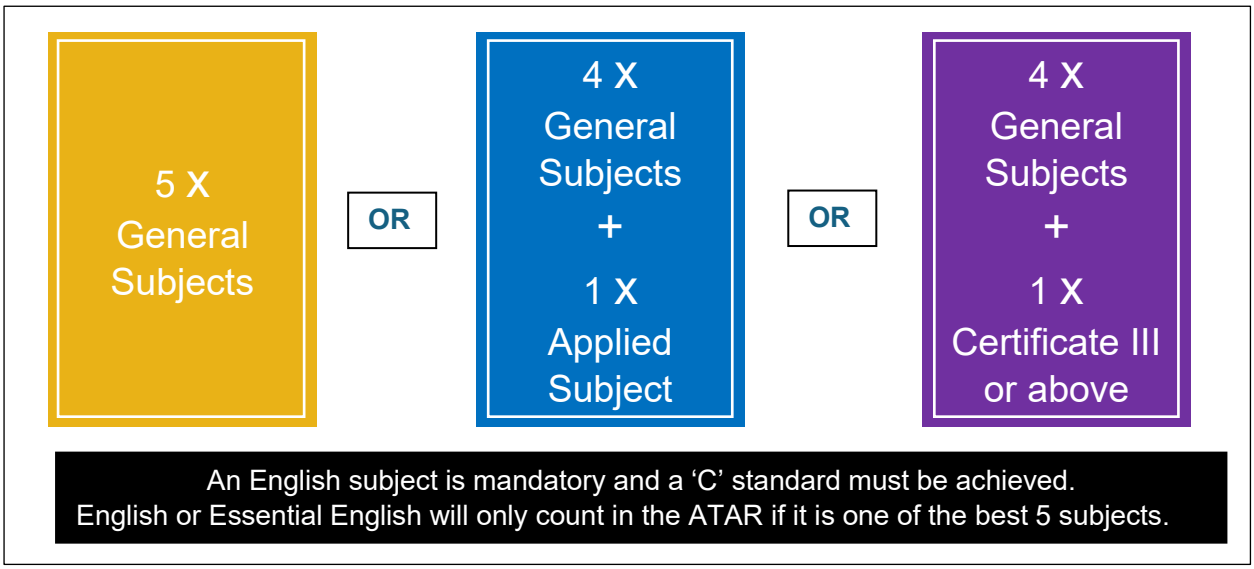
The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects – English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

ATAR Eligibility



Recommended Achievement Levels for Subject Entry

SUBJECT	PATHWAY		Possible QCE Credits	RECOMMENDED ACHIEVEMENT LEVELS	IS IT FOR ME?
	General	Applied			
English	✓		4	A minimum B level of achievement in Year 10 English.	
Essential English		✓	4	There are no prerequisites for this course.	
General Mathematics	✓		4	A minimum C+/B- level of achievement in Year 10 Maths and English.	
Mathematical Methods	✓		4	A minimum B+ level of achievement in Year 10 Maths and a B in English.	
Specialist Mathematics	✓		4	A minimum B+ level of achievement in Year 10 Maths and a B in English.	
Essential Mathematics		✓	4	There are no prerequisites for this course.	
Biology	✓		4	A minimum mid C level of achievement in Year 10 Science and English	
Chemistry	✓		4	A minimum C+/B- level of achievement in Year 10 Science and English.	
Physics	✓		4	A minimum mid B level of achievement in Year 10 English and Mathematics and or Science.	
Science in Practice		✓	4	There are no prerequisites for this course.	
Aquatic Practices		✓	4	There are no prerequisites for this course	
Business	✓		4	A minimum C level of achievement in Year 10 English.	
Early Childhood Studies		✓	4	There are no prerequisites for this course.	
Furnishing Skills		✓	4	There are no prerequisites for this course.	
Industrial Graphics Skills		✓	4	There are no prerequisites for this course; it would be beneficial to have completed 9-10 Graphics.	
Physical Education	✓		4	A minimum C level of achievement in Year 10 English and C level of achievement in Health & Physical Education.	
Sport & Recreation		✓	4	There are no prerequisites for this course.	
Ancient History	✓		4	A minimum C+ level of achievement in Year 10 English and History.	
Legal Studies	✓		4	A minimum mid C+/B- level of achievement in Year 10 English.	
Drama	✓		4	A minimum C+ level of achievement in Year 10 English and an interest in performance & expression.	
Visual Art	✓		4	A minimum C level of achievement in Year 10 Visual Arts.	
Visual Arts in Practice		✓	4	There are no prerequisites for this course.	

Vocational Education & Training (VET)	PATHWAY		Possible QCE Credits	RECOMMENDED ACHIEVEMENT LEVELS	IS IT FOR ME?
	General	Applied			
HLT23215 Certificate II in Health Support Services			**4**	There are no prerequisites for this course.	
SIT20322 Certificate II in Hospitality			**4**	There are no prerequisites for this course.	
SIT20122 Certificate II in Tourism			**4**	There are no prerequisites for this course.	
SIS20419 Certificate II in Outdoor Recreation			**4**	There are no prerequisites for this course.	
FSK20119 Certificate II in Skills for Work and Vocational Pathways & BSB20120 Certificate II Workplace Skills (Dual Qualification)			**8**	There are no prerequisites for this course.	
BSB30120 Certificate III in Business			**8**	There are no prerequisites for this course.	
ICT30120 Certificate III in Information Technology			**8**	There are no prerequisites for this course.	
CUA31120 Certificate III in Visual Arts (Photography)			**8**	There are no prerequisites for this course.	
MEM20422 Certificate II in Engineering Pathways			**4**	There are no prerequisites for this course.	
CPC20220 Certificate II in Construction Pathways			**4**	There are no prerequisites for this course.	
MSL20122 Certificate II in Sampling and Measurement & SFI20119 Certificate II in Aquaculture (Dual Qualification)			**8**	There are no prerequisites for this course.	

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Science

General

- Biology
- Chemistry
- Physics

Applied

- Aquatic Practices
- Science in Practice

English

General

- English

Applied

- Essential English

The Arts

General

- Drama
- Visual Art

Applied

- Visual Arts in Practice
- Drama in Practice

Humanities

General

- Ancient History
- Business
- Legal Studies

Vocational Education and Training

VET

- Certificate II in Hospitality
- Certificate II in Aquaculture &
  Certificate II in Sampling and Measurement
- Certificate II in Construction Pathways
- Certificate II in Engineering Pathways
- Certificate II in Outdoor Recreation
- Certificate II in Engineering Pathways
- Certificate II in Skills for Work and Vocational
  Pathways & Certificate II in Workplace Skills
- Certificate II in Tourism
- Certificate III in Business
- Certificate III in Health Services Assistance
  (including Certificate II in Health Support Services)
- Certificate III in Visual Arts (Photography)
- Certificate III in Information Technology

Technologies

Applied

- Furnishing Skills
- Industrial Graphics Skills

Health and Physical Education

General

- Physical Education

Applied

- Sport & Recreation
- Early Childhood Studies

General Mathematics

General senior subject

General

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, 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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Problem solving and modelling task (1500 - 2000 words)	**FIA3:** Problem solving and modelling task (1500 - 2000 words)
FIA2: Exam Unit 1 (90 mins)	**FIA4:** Exam Units 1 & 2 (2 x 90 mins)

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

Summative Assessments – IA

Unit 3		Unit 4	
IA1: Problem solving and modelling task (2000 words)	20%	**IA3:** Exam Unit 4 (90 mins)	15%
IA2: Exam Unit 3 (90 mins)	15%		
Summative external assessment **(EA):** 50% Exam (Units 3 & 4): Paper 1 (90 minutes) Paper 2 (90 minutes)			

Mathematical Methods

General senior subject

General

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 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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Problem solving and modelling task (1500 - 2000 words)	**FIA3:** Exam Unit 2 (2 x 45 mins)
FIA2: Exam Unit 1 (2 x 45 mins)	**FIA4:** Exam Units 1 & 2 (2 x 90 mins)

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

Summative Assessments – IA

Unit 3		Unit 4	
IA1: Problem solving and modelling task (2000 words)	20%	**IA3:** Exam Unit 4 (90 mins)	15%
IA2: Exam Unit 3 (90 mins)	15%		
Summative external assessment **(EA):** 50% Exam Units 3 & 4: Paper 1 (90 minutes) Paper 2 (90 minutes)			

Specialist Mathematics

General senior subject

General

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 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.

Structure

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

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

Assessment

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Problem solving and modelling task (1500 - 2000 words)	**FIA3:** Exam Unit 2 (2 x 45 mins)
FIA2: Exam Unit 1 (2 x 45 mins)	**FIA4:** Exam Units 1 & 2 (2 x 90 mins)

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

Summative Assessments – IA

Unit 3		Unit 4	
IA1: Problem solving and modelling task (2000 words)	20%	**IA3:** Exam Unit 4 (2 x 45 mins)	15%
IA2: Exam Unit 3 (2 x 45 mins)	15%		
Summative external assessment (EA): 50% Exam Units 3 & 4: Paper 1 (90 minutes) Paper 2 (90 minutes)			

Essential Mathematics

Applied senior subject

Applied

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.

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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Problem solving and modelling task (800 - 1000 words)	**FIA3:** Problem solving and modelling task (800 - 1000 words)
FIA2: Exam Unit 1 (60 mins)	**FIA4:** Exam Unit 2 (60 mins)

Summative Assessments – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3	Unit 4
IA1: Problem solving and modelling task (1000 words)	**IA3:** Problem solving and modelling task (1000 words)
CIA (IA2): Exam Unit 3 (60 mins) Common internal assessment (CIA)	**IA4:** Exam Unit 4 (60 mins)

English

General senior subject

General

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.

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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Multimodal persuasive spoken task (FIA2): Pre-recorded up to 8 minutes	**FIA3:** Extended response - imaginative written (Exam - seen question) 120 mins + 15 mins planning.
FIA2: Written response for a public audience e.g. magazine article, reflective review, blog (Up to 1500 words)	**FIA4:** Analytical written response: (Exam - unseen question) 120 mins + 15 mins planning.

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

Summative Assessments – IA

Unit 3		Unit 4	
IA1: Extended response - persuasive, spoken (5 - 8 minutes)	25%	**IA3:** Extended response - imaginative, written 120 mins + 15 mins planning	25%
IA2: Written response for a public audience (800 - 1000 words)	25%	**EA:** Summative external assessment Examination - analytical written response	25%

Essential English

Applied senior subject

Applied

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.

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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Spoken presentation: (Up to 6 minutes)	**FIA3:** Multi-media presentation & spoken response (Up to 6 minutes)
FIA2: Short response test (90 minutes + 15 perusal) Up to 600 words	**FIA4:** Extended Response - Magazine article (Up to 800 words)

Summative Assessments – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3	Unit 4
IA1: Extended response - spoken (Up to 6 minutes)	**IA3:** Extended response: Multimodal response (Up to 6 minutes)
CIA (IA2): Exam Seen and unseen questions. (90 minutes + 15 perusal) Common internal assessment (CIA):	**IA4:** Extended response - Written response (Up to 800 words)

Ancient History

General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

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

ALTERNATIVE SEQUENCE SYLLABUS:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Powerful Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes • The Bronze Age Aegean • Assyria • The Ancient Levant • Persia from Cyrus II to Darius II • Fifth Century Athens (BCE) • Macedonian Empire Philip II to Alexander III • Rome during the Republic • Early Imperial Rome Augustus to Nero • Pompeii • Later Han Dynasty and the three kingdoms • The Celts and/or roman Britain • Classical Japan to the end of the Heron Period • The Medieval Crusades	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt - New Kingdom Imperialism • Ancient Greece - The Persian and Peloponnesian Wars • Ancient Carthage and/or Rome - the Punic Wars • Ancient Rome - multiple eras and topics

Assessment

Formative Assessment – FIA

Unit 3		Unit 4	
FIA1: Exam Examination - essay in response to historical sources (120 mins + 15 mins planning)		**FIA3: Investigation** Investigation - historical essay based on research (Up to 2000 words)	
FIA2: Independent source investigation: (Up to 2000 words)		**FIA4: Examination** Short response exam to historical sources (120 minutes +15 minutes planning)	

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

Summative Assessments – IA

Unit 1		Unit 2	
IA1: Examination - essay in response to historical sources (120 mins + 15 mins planning)	25%	**IA3:** Investigation - historical essay based on research (Up to 2000 words)	25%
IA2: Independent source investigation (Up to 2000 words)	25%	**EA:** Examination - short responses to historical sources (120 minutes + 15 minutes planning)	25%

Business

General senior subject

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.

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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Exam: Combination response (120 mins + 15 mins planning)	**FIA3:** Extended response: Feasibility study (2000 words)
FIA2: Investigation: Business report (1500 - 2000 words)	**FIA4:** Exam: Combination response (120 mins + 15 mins planning)

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

Summative Assessments – IA

Unit 3		Unit 4	
IA1: Exam - combination response (120 mins + 15 mins planning)	25%	**IA3:** Extended response - Feasibility report (1500 - 2000 words)	25%
IA2: Investigation - Business report (1500 - 2000 words)	25%	**EA:** Summative external assessment: Exam - combination response (120 mins + 15 mins planning)	25%

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.

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 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 develop 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.

ALTERNATIVE SEQUENCE SYLLABUS:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Balance of Probabilities • Legal foundations – Civil Law focus • Contractual Obligations – Exam • Negligence and duty of care • Investigation	**Law, Governance and Change** • Law reform within a dynamic society – Investigation – Argumentative Essay • Governance in Australia – Examination – Combination Response	**Beyond Reasonable Doubt** • Legal Foundations – Criminal Law focus • Criminal Investigation Process – Criminal Law focus – Exam - Combination Response – Criminal Trial Process – Punishment and Sentencing – Investigation - Inquiry Report	**Human rights in legal contexts** • Human rights • The effectiveness of International Law • Humas Rights in the Australian Context

Assessment

Formative Assessment – FIA

Unit 3	Unit 4
FIA1: Exam: combination response (120 mins + 15 mins planning)	**FIA3:** Investigation: analytical essay (1500 - 2000 words)
FIA2: Investigation - inquiry report (Up to 2000 words)	**FIA4:** Exam: combination response (120 mins + 15 mins planning)

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

Summative Assessments – IA

Unit 1		Unit 2	
IA1: Exam: combination response (120 mins + 15 mins planning)	25%	**IA3:** Investigation - analytical essay (Up to 2000 words)	25%
IA2: Investigation - inquiry report (Up to 2000 words)	25%	**EA:** Exam - combination response (120 mins + 15 mins planning)	25%

Furnishing Skills

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

YEAR A/B PROGRAM:

The order in which the units are studied rotate annually.

2026: Unit 1 and Unit 2

2027: Unit 3 and Unit 4

Structure

Furnishing Skills is a four-unit course of study.

Unit option	Unit title
Unit 1 (A)	Furniture-making
Unit 2 (B)	Cabinetmaking
Unit 3 (C)	Interior furnishing
Unit 4 (F)	Production in the bespoke furniture industry

Assessment

Formative Assessment – FIA

Unit 1: Furniture – making	Unit 2: Cabinet making
FIA1: Project Students manufacture a product that consists of multiple interconnected components and document the manufacturing process. **Manufacturing process** Multimodal up to 5 minutes, 8 x A4 pages, or equivalent digital media	**FIA3:** Project: Students manufacture a product that consists of multiple interconnected components and document the manufacturing process. **Manufacturing process** Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media
FIA2: Practical Demonstration Students perform a practical demonstration when manufacturing an artefact and reflect on industry practices, and production skills and procedures **Documentation** Multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media	**FIA4:** Practical demonstration Students perform a practical demonstration when manufacturing an artefact and reflect on industry practices, and production skills and procedures **Documentation** Multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media

Summative Assessments – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3: Interior furnishing	Unit 4: Production in the bespoke furniture industry
IA1: Project Students manufacture a product that consists of multiple interconnected components and document the manufacturing process. **Manufacturing process** Multimodal up to 5 minutes, 8 A4 pages, or equivalent digital media	**IA3:** Project: Students manufacture a product that consists of multiple interconnected components and document the manufacturing process. **Manufacturing process** Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media
IA2: Practical Demonstration Students perform a practical demonstration when manufacturing an artefact and reflect on industry practices, and production skills and procedures **Documentation** Multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media	**IA4:** Practical demonstration Students perform a practical demonstration when manufacturing an artefact and reflect on industry practices, and production skills and procedures **Documentation** Multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media

Industrial Graphics Skills

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

YEAR A/B PROGRAM:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

Industrial Graphics Skills is a four-unit course of study.

Unit option	Unit title
Unit 1 (B)	Computer-aided manufacturing drafting
Unit 2 (E)	Graphics for the engineering industry
Unit 3 (A)	Drafting for residential building
Unit 4 (F)	Graphics for the furnishing industry

Assessment

Formative Assessment – FIA

Unit 3: Drafting for Residential building	Unit 4: Graphics for the furnishing industry
FIA1: Practical demonstration Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. **Documentation** Multimodal: drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media	**FIA3:** Practical demonstration Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. **Documentation** Multimodal: drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
FIA2: Project Students draft in response to a provided client brief and technical information. **Drawing process** Multimodal: drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media	**FIA4:** Project Students draft in response to a provided client brief and technical information. **Drawing process** Multimodal: drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

Summative Assessment – IA

Assessment from these units is combined to determine the student's exit result.

Unit 1: Computer-aided drafting - modelling	Unit 2: Computer-aided manufacturing
IA1: Practical demonstration Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. **Documentation** Multimodal: drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media	**IA3:** Practical demonstration Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. **Documentation** Multimodal: drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
IA2: Project Students draft in response to a provided client brief and technical information. **Drawing process** Multimodal: drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media	**IA4:** Project Students draft in response to a provided client brief and technical information. **Drawing process** Multimodal: drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

Physical Education

General senior subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. 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.

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.

ALTERNATIVE SEQUENCE SYLLABUS:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sport psychology and equity in physical activity • Sport psychology in physical activity • Equity - barriers and enablers	**Motor learning, functional anatomy and biomechanics in physical activity** • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**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

Formative Assessment – FIA

Unit 3	Unit 4
FIA1: Project Folio: Multimodal: 9 - 11 minutes Video: 2 - 3 minutes	**FIA3:** Project Folio: Multimodal: 9 - 11 minutes Video: 2 - 3 minutes
FIA2: Investigation Report: (1500 - 2000 words)	**FIA4:** Examination Combination response (120 mins + 10 minutes perusal)

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

Summative Assessments – IA

Unit 1		Unit 2	
IA1: Project folio: Multimodal: 9 - 11 minutes; supporting evidence 2 - 3 minutes	25%	**IA3:** Project folio: Multimodal: 9 - 11 minutes; supporting evidence 2 - 3 minutes	25%
IA2: Investigation - report (1500 - 2000 words)	25%	**EA:** external assessment: Exam - combination response 120 mins + 10 mins perusal	25%

Sport & Recreation

Applied senior subject

Applied

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

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

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.

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.

Units	Unit title
Unit 1 (H)	Fitness for sport & recreation
Unit 2 (D)	Coaching & officiating
Unit 3 (B)	Athlete development & wellbeing
Unit 4 (J)	Optimising performance

Assessment

Formative Assessment – FIA

Unit 1: Fitness for Sport & Recreation	Unit 2: Coaching & Officiating
FIA1: Project Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Multimodal - up to 3 minutes, 6 x A4 pages Performance: up to 4 minutes	**FIA3:** Practical demonstration Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Multimodal - up to 3 minutes, 6 x A4 pages Performance: up to 4 minutes
FIA2: Performance Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Multimodal - up to 3 minutes, 6 x A4 pages. Performance: up to 4 minutes	

Summative Assessment – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3: Athlete development & wellbeing	Unit 4: Optimising Performance
IA1: Project Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Investigation and session plan: Multimodal - up to 3 minutes, 6 A4 pages, or equivalent digital media Performance: up to 4 minutes	**IA3:** Practical demonstration Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Investigation and session plan: Multimodal - up to 3 minutes, 6 A4 pages, or equivalent digital media Performance: up to 4 minutes
IA2: Performance Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Investigation and session plan: Multimodal - up to 3 minutes, 6 A4 pages, or equivalent digital media Performance: up to 4 minutes	**IA4:** Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. **Response requirements:** Investigation and session plan: Multimodal - up to 3 minutes, 6 A4 pages, or equivalent digital media Performance: up to 4 minutes

Early Childhood Studies

Applied senior subject

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

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

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

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

Pathways

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

Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

Early Childhood Studies is a four-unit course of study.

Unit option	Unit title
Unit 1 (A)	Play and creativity
Unit 2 (B)	Literacy and numerary
Unit 3 (D)	Children's wellbeing
Unit 4 (E)	Indoor and outdoor environments

Assessment

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Investigation Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity **Response requirements:** Multimodal - up to 5 mins, 8 x A4 pages, or equivalent.	**FIA3:** Investigation Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity **Response requirements:** Multimodal - up to 5 mins, 8 x A4 pages, or equivalent.
FIA2: Project Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. **Response requirements:** Play-based learning activity: Implementation of activity: up to 5 minutes Planning and evaluation: Multimodal - up to 5 mins, 8 x A4 pages, or equivalent.	**FIA4:** Project Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. **Response requirements:** Play-based learning activity: Implementation of activity: up to 5 minutes Planning and evaluation: Multimodal - up to 5 mins, 8 x A4 pages, or equivalent.

Summative Assessment – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3	Unit 4
IA1: Investigation Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity **Response requirements:** Multimodal - up to 5 minutes, 8 x A4 pages, or equivalent.	**IA3:** Investigation Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity **Response requirements:** Multimodal - up to 5 minutes, 8 x A4 pages, or equivalent.
IA2: Project Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. **Response requirements:** Play-based learning activity: Implementation of activity: up to 5 minutes Planning and evaluation: Multimodal - up to 5 mins, 8 x A4 pages, or equivalent.	**IA4:** Project Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. **Response requirements:** Play-based learning activity: Implementation of activity: up to 5 minutes Planning and evaluation: Multimodal - up to 5 mins, 8 x A4 pages, or equivalent.

Biology

General senior subject

General

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

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

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.

Pathways

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

Objectives

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

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

ALTERNATIVE SEQUENCE SYLLABUS:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

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

Assessment

Formative Assessment – FIA

Unit 3	Unit 4
FIA1: Data test: (60 mins)	**FIA3:** Research investigation: (1500 - 2000 words)
FIA2: Student experiment: (1500 - 2000 words)	**FIA4:** Exam Units 1 & 2: (2 x 90 mins)

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

Summative Assessments – IA

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td>IA1:
Data test (60 mins)</td><td>10%</td><td rowspan="2">IA3:
Research investigation
(1500 - 2000 words)</td><td rowspan="2">20%</td></tr>
<tr><td>IA2:
Student experiment (1500 - 2000 words)</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Exam: (Units 1 & 2) Paper 1 (90 minutes + 10 minutes perusal)
Paper 2 (90 minutes + 10 minutes perusal)</td></tr>
</table>

Chemistry

General senior subject

General

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

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

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Data test (60 minutes)	**FIA3:** Research investigation (1500 - 2000 words)
FIA2: Student experiment (1500 – 2000 words)	**FIA4:** Exam Units 1 & 2 (2 x 90 mins)

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

Summative Assessments – IA

Unit 3		Unit 4	
IA1: Data test (60 mins)	10%	**IA3:** Research investigation (1500 - 2000 words)	20%
IA2: Student experiment (1500 - 2000 words)	20%		
Summative external assessment **(EA):** 50% Exam: (Units 3 & 4) Paper 1 (90 minutes + 10 minutes perusal) Paper 2 (90 minutes + 10 minutes perusal)			

Physics

General senior subject

General

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

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

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.

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.

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

Formative Assessment – FIA

Unit 1	Unit 2
FIA1: Data test (60 minutes)	**FIA3** Research investigation: (1500 - 2000 words)
FIA2: Experimental investigation (1500 - 2000 words)	**FIA4:** Supervised exam Units 1 & 2 (2 x 90 Minutes)

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

Summative Assessments – IA

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>IA1:
Data test (60 minutes)</td><td>10%</td><td rowspan="2">IA3:
Research investigation
(1500 - 2000 words)</td><td rowspan="2">20%</td></tr>
<tr><td>IA2:
Student experiment (1500 - 2000 words)</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Exam: (Units 3 & 4) Paper 1 (90 minutes + 10 minutes perusal)
Paper 2 (90 minutes + 10 minutes perusal)</td></tr>
</table>

Aquatic Practices

Applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

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

Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

YEAR A/B PROGRAM:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

Aquatic Practices is a four-unit course of study. You may give more information but don't need to.

Unit	Unit title
Unit 1 (D)	Aquariums and aquaculture
Unit 2 (A)	Aquatic ecosystems
Unit 3 (E)	Using the aquatic environment
Unit 4 (C)	Recreational and commercial fishing

Assessment

Formative assessment – FIA

Unit 3: Using the aquatic environment	Unit 4: Recreational and commercial fishing
FIA1: Practical project: Students use practical skills to complete a project in response to a scenario.	**FIA3: Practical project:** Students use practical skills to complete a project in response to a scenario.
FIA2: Applied investigation Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	**FIA4: Applied investigation:** Students investigate a research question by collecting, analysing and interpreting primary or secondary information.

Summative assessment – IA

Assessment from these units is combined to determine the student's exit result.

Unit 1: Aquariums and aquaculture	Unit 2: Aquatic ecosystems
IA1: Practical project: Students use practical skills to complete a project in response to a scenario.	**IA3: Applied investigation:** Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
IA2: Applied investigation: Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	**IA4: Practical project** Students use practical skills to complete a project in response to a scenario.

Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

YEAR A/B PROGRAM:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

Science in Practice is a four-unit course of study.

Unit option	Unit title
Unit 1 (A)	Consumer science
Unit 2 (B)	Ecology
Unit 3 (C)	Forensic science
Unit 4 (E)	Sustainability

Assessment

Formative Assessment – FIA

Unit 3: Forensic science	Unit 4: Sustainability
FIA1: Practical project Students use practical skills to complete a project in response to a scenario.	**FIA3: Practical project** Students use practical skills to complete a project in response to a scenario.
FIA2: Applied investigation Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	**FIA4: Applied investigation** Students investigate a research question by collecting, analysing and interpreting primary or secondary information.

Summative Assessment – IA

Assessment from these units is combined to determine the student's exit result.

Unit 1: Consumer Science	Unit 2: Ecology
IA1: Practical project Students use practical skills to complete a project in response to a scenario.	**IA3: Practical project** Students use practical skills to complete a project in response to a scenario.
IA2: Applied investigation Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	**IA4: Applied investigation** Students investigate a research question by collecting, analysing and interpreting primary or secondary information.

Drama

General senior subject

General

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

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.

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

Pathways

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

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.

ALTERNATIVE SEQUENCE SYLLABUS:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

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

Formative Assessment – FIA

Unit 3	Unit 4
FIA1 Performance: Group (3 - 5 minutes of on stage engagement)	**FIA3** Project - practice-led project 5 - 7 minute multimodal including a 3 - 5 minute performance
FIA2 Project - Dramatic concept (800 - 1200 words and 10 - 12 digital images and storyboard)	**FIA4** Exam: Extended response 2 hours 20 minutes (800 - 1000 words)

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

Summative Assessments – IA

Unit 1		Unit 2	
IA1: Performance: Group (3 - 5 minutes of on-stage engagement)	20%	**IA3:** Project: Practice led project 5 - 7 minute multimodal including a 3 - 5 minute performance	35%
IA2: Project: Dramatic concept (800 - 1200 words and 10 - 12 digital images and storyboard)	20%	**EA:** Examination: Extended response (120 mins + 20 mins planning)	25%

Visual Art

General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. 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

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, health, research, science and technology.

Objectives

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

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

ALTERNATIVE SEQUENCE SYLLABUS:

The order in which the units are studied rotate annually.

2026: Unit 3 and Unit 4 **2027:** Unit 1 and Unit 2

Structure

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

Assessment

Formative Assessment – FIA

Unit 3	Unit 4
FIA1: Investigation - inquiry phase 1 (1000 - 1500 words)	**FIA3:** Project - inquiry phase 3 Portfolio (200 word annotated resolved works and 1 - 4 evidence slides, 150 word artist statement)
FIA2: Project - inquiry phase 2 Portfolio (200 word annotated resolved works and 1 - 4 evidence slides, 150 word artist statement)	**FIA4:** Exam: Extended response (120 mins + 20 mins planning)

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

Summative Assessments – IA

Unit 1		Unit 2	
IA1: Investigation -Inquiry phase 1: (1000 - 1500 words)	20%	**IA3:** Project - Inquiry phase 3: Inquiry based folio: (200 word annotated resolved works and 1 - 4 evidence slides, 150 word artist statement)	30%
IA2: Project - Inquiry phase 2: Experimental folio (200 word annotated resolved works and 1 - 4 evidence slides, 150 word artist statement)	25%	**EA:** Examination: Extended response (120 mins + 20 mins planning)	25%

Visual Arts in Practice

Applied senior subject

Subject Fee Applies

Applied

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

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 an independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

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.

Pathways

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

Objectives

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

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

YEAR A/B PROGRAM:

The order in which the units are studied rotate annually.

2026: Unit 1 and Unit 2 **2027:** Unit 3 and Unit 4

Structure

Visual Arts in Practice is a four-unit course of study.

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

Assessment

Formative Assessment – FIA

Unit 1: Looking Outwards (Others)	Unit 2: Looking Inwards (Self)
FIA1: Project - including multi-modal/spoken response (written - up to 600 words)	**FIA3:** Project - including multi-modal/spoken response (written - up to 600 words)
FIA2: Product - 2D/3D or digital artwork	**FIA4:** Product - 2D/3D or digital artwork

Summative Assessments – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3: Clients	Unit 4: Transform and extend
IA1: Project - including multi-modal/spoken response (written - up to 600 words)	**IA3:** Project - including multi-modal/spoken response (written - up to 600 words)
IA2: Product - 2D/3D or digital artwork	**IA4:** Product - 2D/3D or digital artwork

Drama in Practice

Applied senior subject

Applied

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

Drama 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.

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.

YEAR A/B PROGRAM:

The order in which the units are studied rotate annually.

2026: Unit 1 and Unit 2 **2027:** Unit 3 and Unit 4

Structure

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

Unit option	Unit title
Unit 1 (A)	Collaboration
Unit 2 (B)	Community
Unit 3 (C)	Contemporary
Unit 4 (D)	Commentary

Assessment

Formative Assessment – FIA

Unit 1: Collaboration	Unit 2: Community
FIA1: Director's brief - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent	**FIA3:** Devised scene - Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
FIA2: Performance (live or recorded): up to 4 minutes	**FIA4:** Performance (live or recorded): up to 4 minutes

Summative Assessments – IA

Assessment from these units is combined to determine the student's exit result.

Unit 3: Contemporary	Unit 4: Commentary
IA1: Director's brief - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent	**IA3:** Devised scene - Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
IA2: Performance (live or recorded): up to 4 minutes	**IA4:** Performance (live or recorded): up to 4 minutes

Vocational Education & Training

VET

What is VET?

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years, Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as TAFE, or in the workplace.

Heatley Secondary College is registered for the delivery of vocational courses (RTO code 30295) under ASQA's jurisdiction and must meet the requirements of the VET Quality Framework.

Heatley Secondary College (available through main timetable)

Qualification	Qualification Description	Course Provider
SIT20322	Certificate II in Hospitality	HSC RTO 30295
SFI20119 and MSL20122	Certificate II in Aquaculture and Certificate II in Sampling & Measurement	HSC RTO 30295
CPC20220*	Certificate II in Construction Pathways	Blue Dog Training RTO Code: 31193
MEM20422*	Certificate II in Engineering Pathways	Blue Dog Training RTO Code: 31193
SIS20419*	Certificate II in Outdoor Recreation	TAFE Queensland RTO 0275
SIT20122	Certificate II in Tourism	HSC RTO 30295
FSK20119 and BSB20120	Certificate II in Skills for Work and Vocational Pathways and Certificate II in Workplace Skills	HSC RTO 30295
BSB30120	Certificate III in Business	HSC RTO 30295
HLT33115*	Certificate III in Health Services Assistance (Includes HLT23221 Certificate II in Health Support Services)	Connect n Grow RTO 40518
CUA31120	Certificate III in Visual Arts (Photography)	HSC RTO 30295
ICT30120	Certificate III in Information Technology	HSC RTO 30295

* There are costs associated with these courses that are offered by external providers. Students are eligible to use VETiS funding provided by the QLD government for ONE of these courses. If a student enrols in more than one, the associated costs from the additional course will be invoiced to parents/guardians.

NATIONALLY RECOGNISED TRAINING

Heatley Secondary College
(National Provider No: 30295)

** All Certificate course information was true & correct at the time of printing.*

Heatley Secondary College – TCTC Classes

CUA20220	Certificate II in Creative Industries (Screen)	HSC RTO 30295
CUA20220	Certificate II in Creative Industries (Animation)	HSC RTO 30295
CUA20620	Certificate II Music (Sound Production)	HSC RTO 30295
ICP20120	Certificate II in Printing and Graphic Arts	HSC RTO 30295
ICT30120	Certificate III in Information Technology	HSC RTO 30295
CUA30920	Certificate III in Music	HSC RTO 30295
CUA31020	Certificate III in Screen and Media	HSC RTO 30295
CUA31120	Certificate III in Visual Arts (Photography)	HSC RTO 30295

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest-level qualification in the Core category of learning will contribute credit to a QCE. To ensure the breadth of learning, a maximum of eight (8) credits from the same training package can contribute to a QCE.

Certificate I	Certificate II	Certificate III or Certificate IV	Category of learning	Maximum QCE credit
✓			Preparatory	2 - 3
	✓		Core	4
	✓	✓	Core	5 - 8 (from Certificate III)
✓	✓		Core	4 (from Certificate II)
✓	✓	✓	Core	5 - 8 (from Certificate III)
	✓	Partially completed	Core	4 from Certificate II (0 - 4 additional credit from partial completion of the Certificate II accrues for new learning)

Applied subjects and VET qualifications

Vocational education and training (VET) provides valid and important pathway options for many students. Students may enrol in any Applied subject and/or VET qualification. Students will not accrue credit where duplication of learning is identified.

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals are considered duplication of learning.

Certificate II in Hospitality

Subject Fee Applies

VET

This course gives students up to four (4) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: SIT20322	Certificate II Hospitality is ideal for students who have an interest in the hospitality industry and in particular the front of house preparation and service of food and beverages.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 12 (6 core units + 6 elective units from the list below).
Core and Electives Competencies covered: BSBTWK201 (C) SITHIND006 (C) SITHIND007 (C) SITXCCS011 (C) SITXCOM007 (C) SITXWHS005 (C) SITXFSA005 (E) SITHACS009 (E) SITHCCC025 (E) SITHCCC024 (E) SITHFAB024 (E) SITHFAB025 (E)	 Work effectively with others Source and use information on the hospitality industry Use hospitality skills effectively Interact with customers Show social and cultural sensitivity Participate in safe work practices Use hygienic practices for food safety Clean premises and equipment Prepare and present sandwiches Prepare and present simple dishes Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Non-contact – Students will need to spend some of their own time completing course requirements.
Certification:	SIT20322 Certificate II in Hospitality will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. SIT20322 Certificate II in Hospitality, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in SIT20322 Certificate II in Hospitality provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops.

Certificate II in Aquaculture and Certificate II in Sampling & Measurement

VET

(Dual Qualification)
This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: SFI20119	Certificate II in Aquaculture provides opportunities for students to undertake a recognised program that is focused on acquiring knowledge and skills within the Aquaculture industry. The course will teach you skills such as workplace health and safety, raising and caring for live aquatic animals, using laboratory equipment in water testing, and breeding live feedstock Units of competency are delivered and assessed using competency-based assessment.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 12 (5 core unit + 7 elective units)
Core and Electives Competencies covered: SFIAQU202 (C) SFIBIO201 (C) SFIWHS201 (C) SFIXSI102 (C) SFIXSI201 (C) SFIAQU203 (E) SFIAQU205 (E) SFIAQU207 (E) SFIAQU208 (E) SFIAQU215 (E) SFIAQU217 (E) SFIEMS201 (E)	 Handle stock Inspect and clean aquatic work equipment Meet workplace health and safety requirements Communicate in the seafood industry Work effectively in the seafood industry Manipulate stick culture environment Monitor water quality Monitor stock and environmental conditions Produce algal or live-feed cultures Control diseases Feed stock Participate in environmentally sustainable work practices
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Students will raise and care for live aquatic animals, regularly test water quality parameters, maintain aquatic equipment (e.g. tanks, pumps) and manipulate stock environment to observe a desired outcome.
Certification:	SFI20119 Certificate II in Aquaculture will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. SFI20119 Certificate II in Aquaculture, are not met, as long as they have provided the school with their USI number.
Pathways:	Participation in SFI20119 Certificate II in Aquaculture will provide learners with opportunities to work in the one of the fastest growing food farming industries in the world. Employment can be found in, but not limited to, the following fields: aquaculture farms, aquarium wholesalers and retailers, hatcheries and nurseries, live post-harvest holding facilities. This course can also be a pathway into future studies in the marine science fields.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: MSL20122	Certificate II in Sampling and Measurement provides opportunities for students to undertake a recognised program that is focused on acquiring knowledge and skills to perform a range of sampling and measurement activities, these skills will be assessed in an aquaculture-based environment. Units of competency are delivered and assessed using competency-based assessment.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 8 (3 core units + 5 elective units)
Core and Electives Competencies covered: MSL912002 (C) MSL922002 (C) MSL943004 (C) MSL952003 (E) MSL972002 (E) MSL913004 (E) MSL973025 (E) MSMENV272 (E)	 Work within a laboratory or field workplace Record and present data Participate in laboratory or field workplace safety Collect routine site samples Take routine site measurements Plan and conduct laboratory/field work Perform basic tests Participate in environmentally sustainable work practices
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Within this course students will use an aquaculture setting to collect and test various data parameters and record results for analysis and betterment to the environment for the aquatic animals being cared for.
Certification:	MSL20122 Certificate II in Sampling and Measurement will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. MSL20122 Certificate II in SFI20119 in Sampling & Measurement, are not met, as long as they have provided the school with their USI number.
Pathways:	Participation in MSL20122 Certificate II in Sampling and Measurement (in an Aquaculture setting) will provide learners with opportunities to gain skills and understanding in a range of transferrable sampling and measurement activities as production or field operations in the construction, manufacturing, resources and environmental industry sectors. Job roles can also include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers and sample couriers.

CPC20220
Certificate II in Construction Pathways

Subject Fee Applies

VET

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

QCE Credits: 4 Core Credits

Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.
The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.
Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

Core

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

Elective

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

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

MEM20422
Certificate II in Engineering Pathways

Subject Fee Applies

VET

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

QCE Credits: 4 Core Credits

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.
Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.
Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training is responsible for all training and assessment.

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

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Certificate II in Outdoor Recreation

Subject Fee Applies

VET

Certificate II in Outdoor Recreation (SIS20419)

Certificate II in Outdoor Recreation meets the increasing demand for qualified outdoor activity assistants while providing students with lifelong skills for personal recreation. Students develop practical capabilities in activity leadership, environmental stewardship, and safety management through immersive, activity-based learning. Schools offering this qualification provide an engaging program that connects students with nature through adventure activities while building employability skills. For students passionate about outdoor pursuits, this qualification creates clear pathways to rewarding careers in the expanding outdoor recreation and adventure tourism industries.

SCAN to view all courses

Learning Areas

- Adventure activity participation
- Assisting with recreation session delivery
- Minimising environmental impact
- First aid and responding to emergencies

Job Role Outcomes

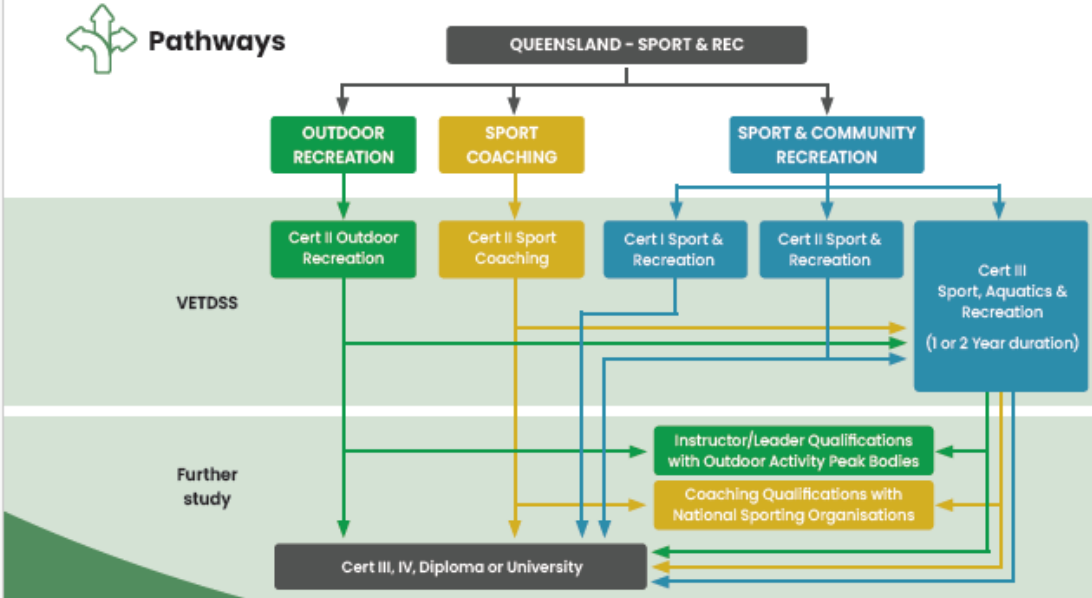
Students who complete this qualification are prepared to assist with delivering activities in the outdoor recreation industry. This qualification also provides a strong foundation for further study for students seeking a leader role in outdoor recreation.

- Outdoor activity assistant
- Recreation activity assistant
- Camp assistant
- Adventure centre helper
- Equipment hire and maintenance staff

Further Education Opportunities

- Certificate III-IV in Outdoor Leadership
- Diploma of Outdoor Leadership
- Industry Instructor or Leader qualifications

Pathways



IVET Institute
RTO ID: 40548 1300 00 IVET admin@ivet.edu.au ivet.edu.au

VET in QCE

Vocational Education and Training Delivered to Secondary Students (VETDSS) is unique in that it provides flexible pathways, either into employment or further studies (post-compulsory schooling), all while formally contributing to the Queensland Certificate of Education.

All VET qualifications are nationally recognised - by both employers and industries, and further education providers (like TAFE institutes or private training organisations).

Nationally Recognised Training

QCAA recognition and QCE Credit arrangements

IVET PROGRAM	POSSIBLE QCE POINTS*
Certificate II in Outdoor Recreation (SIS20419)	Up to 8

*Further information on VET in QCE can be found on the Queensland Curriculum and Assessment Authority's website here: https://myqce.qcaa.qld.edu.au/subjects-and-courses/vocational-education-and-training

IVET Institute
RTO ID: 40548 1300 00 IVET admin@ivet.edu.au ivet.edu.au

Certificate II in Skills for Work and Vocational Pathways & Certificate II in Workplace Skills

VET

(Dual Qualification)

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: FSK20119	Certificate II in Skills for Work and Vocational Pathways provides opportunities for students to undertake a recognised program that is focused on acquiring knowledge and skills of a workplace. As well, it requires the student to apply these concepts in a range of workplace situations. Units of competency are delivered and assessed using competency-based assessment.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 14 (1 core unit + 13 elective units from the list below).
Core and Electives Competencies covered: FSKLRG011 (C) FSKLRG009 (E) FSKRDG010 (E) FSKWTG009 (E) FSKOCM007 (E) FSKDIG003 (E) FSKOCM009 (E) BSBDAT201 (E) BSBTEC202 (E) BSBCRT201 (E) FSKNUM014 (E) FSKNUM015 (E) FSKNUM017 (E) FSKNUM019 (E)	 Use routine strategies for work-related learning Use strategies to respond to routine workplace problems Read and respond to routine workplace problems Write routine workplace texts Interact effectively with others at work Use digital technology for non-routine workplace tasks Use oral communication skills to facilitate workplace meetings Collect and record data Use digital technologies to communicate in a work environment Develop and apply thinking and problem-solving skills Calculate with whole numbers and familiar fractions, decimals and percentages for work Estimate, measure and calculate with routine metric measurements for work Use familiar and routine maps and plans for work Interpret routine tables, graphs and charts and use information and data for work
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Non-contact – Students will need to spend some of their own time completing course requirements.
Certification:	FSK20119 Certificate II in Skills for Work and Vocational Pathways will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. Certificate II in FSK20119 in Skills for Work and Vocational Pathways, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in FSK20119 Certificate II in Skills for Work and Vocational Pathways will provide learners moving into traineeship/apprenticeship arrangements with a range of experiences, knowledge and skills which will assist in a smooth transition into these arrangements.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: BSB20120	Certificate II in Workplace Skills provides opportunities for students to undertake a recognised program that reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 10 (5 core units + 5 elective units from the list below).
Core and Electives Competencies covered: BSBCMM211 (C) BSBOPS201 (C) BSBPEF202 (C) BSBSUS211 (C) BSBWHS211 (C) BSBPEF201 (E) BSBPEF302 (E) BSBTEC201 (E) BSBTEC203 (E) BSBTWK201 (E)	 Apply communication skills Work effectively in business environments Plan and apply time management Participate in sustainable work practices Contribute to the health and safety of self and others Support personal wellbeing in the workplace Develop self-awareness Use business software applications Research using the internet Work effectively with others
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Non-contact – Students will need to spend some of their own time completing course requirements.
Certification:	BSB20120 Certificate II in Workplace Skills will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. Certificate II in BSB20120 in Workplace Skills, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in BSB20120 Certificate II in Workplace Skills will provide learners moving into traineeship/apprenticeship arrangements with a range of experiences, knowledge and skills which will assist in a smooth transition into these arrangements.

Certificate II in Tourism

VET

This course gives students up to four (4) credits towards QCE and is completed over 2 years.

Qualification description: SIT20122	This qualification is based on units of competency selected from the SIT Tourism, Travel and Hospitality Training Package. The course will teach you about Tourism, the Tourism Industry, Administration, Communication and Customer Service.
Entry requirements:	There are no entry requirements for this qualification.
Qualification Packaging rules:	Total units = 11 (5 core units + 6 elective units from the list below).
Core and Elective Competencies covered:	SITTIND003 – Souce and use information on the tourism and travel industry (Core) SITXCCS009 – Provide customer information and assistance (Core) SITXCCS011 – Interact with customers (Core) SITXCOM007 – Show social and cultural sensitivity (Core) SITXWHS005 – Participate in Safe Work Practices (Core) SITXCCS010 – Provide visitor information (Elective) FSKDIG001 – Use digital technology for short and basic workplace texts (Elective) SIXTXCOM006 – Source and present information SIXTXCOM007 – Show social and cultural sensitivity CUACUM211 – Monitor collections for changs in conditions CUAEUP211 – Assist with the staging of public activities or events
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies
Pathways:	This qualification provides a pathway to work in many tourism and travel industry sectors for a diverse range of employers including travel agencies, tour operators, cultural and heritage sites, and any small tourism business.
Qualification description:	The SIT20122 Certificate II in Tourism course will teach you about the tourism industry, using digital technologies in the workplace, customer relationships, customer service, work practices and much more.

Certificate III in Business

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Qualification description: BSB30120	This qualification is based on units of competency selected from the BSB Business Services Training Package. The course will teach you about business technology, word processing and spreadsheets, customer relationships, customer service, work practices and much more.
Entry requirements:	There are no entry requirements for this qualification.
Qualification Packaging rules:	Total units = 13 (6 core units + 7 elective units from the list below).
Core and Elective Competencies covered: BSBCRT311 (C) BSBPEF201 (C) BSBSUS211 (C) BSBTWK301 (C) BSBWHS311 (C) BSBXCM301 (C) BSBTEC301 (E) BSBTEC302 (E) BSBTEC303 (E) BSBWRT311 (E) BSBPEF301 (E) BSBOPS304 (E) BSBOPS305 (E)	 Apply critical thinking skills in a team environment Support personal wellbeing in the workplace Participate in sustainable work practices Use inclusive work practices Assist with maintaining workplace safety Engage in workplace communication Design and produce business documents Design and produce spreadsheets Create electronic presentations Write simple documents Organise personal work priorities Deliver and monitor a service to customers Process customer complaints
Learning experiences:	• Face to face in a simulated workplace training environment for required skills • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Portfolio • Assignments • Direct verbal or written questioning checklist • Role play • Case studies
Pathways:	Possible career pathways include business owner, business manager, customer services, event management, marketing.
Qualification description:	The Certificate III in Business BSB30120 is based on units of competency selected from the BSB Business Services Training Package. The BSB30120 Certificate III in Business course will teach you about business technology, word processing and spreadsheets, customer relationships, customer service, work practices and much more.

Certificate III in Health Services Assistance

Subject Fee Applies

VET

Delivered in Partnership with Connect 'n' Grow® RTO number: 40518

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

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

- face-to-face training
- practicals and scenarios
- online learning

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is TBC.
Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Course units Year 1 (Certificate II units)

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

*units Credit Transferred from Cert II into the Cert III

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301* BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based.
Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.
Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B Nursing)
- entry level employment within the health industry.

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion.
Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Certificate III in Visual Arts (Photography)

Subject Fee Applies

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: CUA31120	A wide range of projects will include topics such as capturing photographic images, processing and printing; compositional techniques; use of colour in photographic images; creating a folio of work for exhibition
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the capture and production of high res images for commercial and exhibition purposes. Students are required to have: • Unique Student Identifier (USI) • Year 10 level Education is necessary. • Experience using DSLR cameras and Photoshop an advantage • USB storage/drive (16G min) • Notebook/folder
Qualification Packaging Rules:	Students will be required to complete four (4) core and eight (8) Elective Units of Competency over two years (four semesters).
Core and Electives: Competencies covered: CORE BSBWHS211 CUAACD311 CUAPPR311 CUARES301 ELECTIVES CUAPHI312 CUADES301 CUADIG315 CUAPPR314 CUAPPR312 ICTICT312 CUAPHI411 CUAPHI412	 Contribute to health and safety of self and others Produce drawings to communicate ideas Produce creative work Apply knowledge of history and theory to own arts practice Capture photographic images Explore the use of colour Produce digital images Participate in collaborative creative projects Document the creative work progress Use advanced features of applications Capture images in response to a brief Apply photo imaging lighting techniques
Learning experiences:	CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over two years. NON CONTACT - It is recommended that students complete at least 75+ hours of their own time completing course requirements • Capture a variety of photo images such a landscapes, buildings, food/commercial products and people • Edit and process images to enhance quality • Set up interior controlled lighting shoots • Prepare images for exhibition
Assessment:	This nationally-recognised VET course involves four (4) Core Units of Competency and eight (8) Elective Units of Competency that include: • developing drawing skills to communicate ideas • assess the relevance of historical and theoretical understanding of photography to own arts practice. • Effect of colour and composition • Managing location and studio shoots • Health and safety requirements • contribute to the production of a collaborative creative project contributing to the project set-up and development
Pathways	This qualification allows learners to develop skills and knowledge to prepare to work in the Music Industry. Possible jobs relevant to this qualification may include: • Event videographer • Retail assistant in art • Marketing and promotion • Digital photographer • Journalist • Camera operator/assistant

Certificate III in Information Technology

Subject Fee Applies

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: ICT30120	A wide range of projects will include topics such as creating webpages, developing your web presence using social media, basic programming and how to build your own computer and make it run to maximum efficiency.
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the design, development and programming of basic digital games briefs as part of a larger development team. Students are required to have: • Unique Student Identifier (USI) • Year 10 level Education is necessary. • Passion for IT • USB storage/drive (16G min) • Headphones • Notebook/folder
Qualification Packaging Rules:	Students will be required to complete six (6) core and six (6) Elective Units of Competency over two years (four semesters).
Core and Electives: Competencies covered: CORE BSBCRT301 BSBXCS303 BSBXTW301 ICTICT313 ICTPRG302 ICTSAS305 ELECTIVES ICTWEB304 ICTWEB305 ICTWEB306 ICTWEB431 ICTICT317 ICTSAS308	 Develop and extend critical and creative thinking skills Securely manage personally identifiable information and workplace information Work in a team Identify IP, ethics and privacy policies in ICT environments Apply introductory programming techniques Provide ICT advice to clients Build simple web pages Produce digital images for the web Develop web presence using social media Create and style simple markup language documents Maintain standard operating environments Run standard diagnostic tests
Learning experiences:	CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over two years. NON CONTACT - It is recommended that students complete at least 75+ hours of their own time completing course requirements • Maximum hands-on experience with the industry standard programs • Using industry standard software to develop a webpage • Using industry standard software to manipulate images • Programming for computer applications/games • Programming for mobile devices (iPhone) • Using peripheral devices (tablets)

Assessment:	This nationally-recognised VET course involves six (6) Core Units of Competency and six (6) Elective Units of Competency that include: • Run standard diagnostic tests • Install and operate operating system software • Programming foundations for games and mobile devices • Creating a web page • Creating an on-line presence
Pathways	This qualification allows learners to develop skills and knowledge to prepare to work in the ICT Industry. Possible jobs relevant to this qualification may include: • assistant designer • support games developer • assistant graphic/media designer • interaction media developer • assistant PC games programmer • support web designer • support digital media developer • support social media developer • support IT technician

Queensland Certificate of Individual Achievement (QCIA)

Introduction

Congratulations on your decision to undertake your senior studies at Heatley Secondary College. Our college provides quality secondary education for students of all ages and abilities, and our staff work very hard to support and encourage every learner.

The attainment of a QCIA is a qualification that you can be rightly proud of. The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of students whose learning is part of an **individualised learning program**.

Senior Schooling can be challenging, particularly in Year 11 Semester 1, but it can be immensely rewarding. You are in your final preparations for life beyond secondary schooling and this makes the next 2 years some of the most important ones of your life.

We have the highest expectations of your effort and behaviour.

How the QCIA works

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

⇩

Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers is central to this decision-making process.

⇩

The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE).

⇩

If a student is eligible for the QCIA, they may record some QCE-contributing study in their learning account.

⇩

However, to receive the QCIA a student must be undertaking an individual learning program.

Queensland Certificate of Individual Achievement

The QCIA adds to the suite of certificates that the Queensland Curriculum and Assessment Authority (QCAA) issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

The course for the QCIA is highly structured to meet the requirements of the set guidelines. Students undertaking the QCIA are enrolled in a combination of school subjects, TAFE courses and community access programs.

Queensland Certificate of Individual Achievement

This is to certify that

Jane Citizen

has achieved the results reported on this statement

Statement of Achievement

Areas of Study and Learning
Prepares food and applies food service skills in the school restaurant.
Operates a coffee espresso machine to make hot beverages with support.
Follows a pictorial recipe to prepare basic meals with support.
Identifies words and symbols within familiar environments.
Completes basic money transactions with supervision.

Community, Citizenship and the Environment
Contributes to the school community as a senior leader by modelling behaviour and attitudes to other students.
Uses local cafes, food courts and restaurants for meals and social interaction with support.
Recognises and comprehends signs and symbols in the community with prompting.
Prepares for work and leisure activities with prompting.

Personal and Living Dimensions
Understands and practises daily self-care and personal hygiene routines.
Locates and purchases items in a familiar supermarket with verbal prompting.
Follows safe and hygienic practices in the kitchen during preparation and clean up with prompting.
Operates basic kitchen equipment with verbal support.
Makes a variety of snacks and sandwiches.

Communication and Technologies
Comprehends multiple-step instructions to complete tasks in a variety of settings.
Uses a computer to access information on the internet with support.
Uses a calculator and measuring tools in a range of applications with support.
Interacts with peers socially and communicates personal needs.

Leisure and Recreation
Applies appropriate skills in school tenpin bowling activities.
Swims with peer group in a school-based program and is water safe.
Plays school-based team sports with supervision.
Displays the principles of good sportsmanship and helps others to do the same.
Plays computer games using a mouse with prompting.

Vocational and Transition Activities
Completes required tasks at external work experience.
Undertakes new skills at work experience with assistance.
Applies personal safety procedures with correct use of gardening tools and kitchen utensils with prompting.
Completes basic garden maintenance with prompting.

Statement of Participation

Fundraising
School camp

Special swimming carnival
School choir

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane
Date of issue: 19 December 2014

QCAA Queensland Curriculum & Assessment Authority

SAMPLE ONLY

LUI: 1234 5678 n 9110

School subjects

- The subjects developed by the school to meet recognised needs of students are generated from the Guidelines for Individual Learning (GIL).
- All subjects are created to cover the learning goals from the GIL.

TAFE course (Year 11 only) delivered by TAFE Queensland Townsville, Pimlico Campus

- Certificate II in Hospitality

Community access program (Year 12 only)

- a range of community programs accessed by students as a group e.g. Conservation Qld.
- Individualised programs with support from community organisations where appropriate.

Frequently asked questions

Who is eligible for the QCIA?

Students who:
- undertake studies that are part of an individual learning program
- have either an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

What is an individual learning program?

An individual learning program is developed by the school to meet individual learning needs. It must be based on learning goals from the Guideline for Individual Learning (GIL).

Does a student with an impairment or difficulties in learning have to receive this certificate?

No. The school will consult with the student and parents or carers to decide which educational program is best suited. There are several ways in which achievements can be reported.

What achievements are included on the QCIA?

The certificate records educational achievement in two areas:
- Statement of Achievement
- Statement of Participation

What achievements will not be included on the QCIA?

Authority subjects, Authority-registered subjects and vocational education and training (VET) are not included on the QCIA. These areas of learning can contribute toward the QCE and any achievements in these areas will be recorded on the Senior Statement.

If a student obtains a QCIA, does it also contribute towards a QCE?

No. The QCE recognises broad learning options and confirms achievements of a significant amount of learning, a set standard of achievement, and the fulfilment of literacy and numeracy requirements.

Can a QCIA student receive a Senior Statement?

Yes. The Senior Statement records any achievements that contribute toward the QCE that have been banked in the student's learning account.

When a student leaves school at the end of Year 12, do they receive a QCIA and a QCE?

No. If a student meets the QCE requirements, a QCIA will not be issued. However, if a student receives a QCIA, they can continue to work towards a QCE — learning accounts remain open, regardless of age (however, credits expire after 9 years).

What can the QCIA be used for?

The QCIA is a valuable record of student achievements. It:
- is an official record of completion of at least 12 years of education
- can be shown to employers as a summary of knowledge and skills
- can be used by training providers to help them decide the best training options to provide.

Find out more

Visit the QCAA website at **www.qcaa.qld.edu.au**.

What achievements are included on the QCIA

The Statement of Achievement shows achievement information under five curriculum organisers.

Communication and Technologies (CT)	Students gain knowledge, understanding and skills in literacy and digital technologies. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies. They learn technical and social protocols for appropriate use of digital technologies to interact with others.
Community, Citizenship and the Environment (CCE)	Students develop knowledge, understanding and skills about communities, citizenship and environment. Students learn about active citizenship and participate in and contribute to their local and wider communities. They explore the world around them. They learn about how scientific understandings can inform decision making about people, environments and their relationships.
Leisure and Recreation (LR)	Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.
Personal and Living Dimensions (PLD)	Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others, identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment. They develop their ability to use numeracy skills in everyday situations.
Vocational and Transition Activities (VTA)	Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

Statement of Participation

This section could include the names or titles of activities the student has undertaken.

Life English

The Life English course focuses on communication skills for life. Students engage with and create a range of texts for entertainment and work purposes.

Focus areas include:

- Navigating reading, viewing and listening to a wide range of texts, including TV dramas, crime stories, work documents, novels, picture books, short stories, recipe books, anime, science fiction and fantasy texts.
- Interpreting and responding to texts.
- Interacting with and composing texts.
- Communicating to convey knowledge, understanding and opinions.
- Planning and presenting information, including dramatic readings, and informative speeches.

Assessment:

- Reviews
- Reports
- Work related documents
- Persuasive speech
- Short stories
- Journals
- Recipe Book

Life Mathematics

The Life Mathematics course prepares students for meeting the functional numeracy demands of daily life. Mathematics is taught through symbolic, concrete and abstract applications in real life contexts for both personal and workforce applications.

Focus areas include:

- Every day numeracy skills
- Understanding and using number values
- Applying patterns and relationships
- Using data
- Applying concepts of time
- Using money
- Household budgeting

Assessment:

- Short tests
- Research assignments
- Exam

Social Environment and Community Studies

This subject offers a broad range of learning opportunities related to personal health, community access and environmental studies. It is a practical Life Skills Social Sciences based subject that focuses on life-long learning.

Focus areas include:

- Leisure activities in my community
- Health and well-being
- Local natural environments and conservation
- Local, National and International Current Affairs issues
- Home budgeting and money management
- How people live and work in Australia and other countries – including issues of gender, race, economics, culture, the arts, science, technology, law and history

Assessment:

- Participation in activities and discussions
- Research assignments
- Short written tests
- Multimodal presentations
- Oral presentations

Communication and Digital Technologies Skills

This course provides opportunities for students to undertake a subject that is focused on acquiring knowledge and skills of practical computing and use of a personal computer and hand held devices.

Focus areas include:

Practical and knowledge skills in some areas of:

- Microsoft Office package including Word, PowerPoint, Excel and Outlook.
- Using the internet
- Digital media application including digital photography, creating podcasts and videos

Assessment:

Assessment tasks are modified to suit student's abilities and requirements. Assessments are varied throughout the subject and combine to make up a folio of scaffolded and supported work including:

- Practical Tests
- Assignments
- Classroom Activities
- Observation of skills
- Questioning
- Presentations
- Demonstrations

Work Ready Skills

Work Ready Skills is a course designed to prepare students for life beyond school.

Focus areas include:

- Work Experience
- Workplace Health and Safety
- Basic job search and interview skills
- Communication in the Workplace
- Personal presentation in the Workplace
- Independence skills
- Maintaining a current resume
- Goal setting and decision making skills
- Use of appropriate equipment in the Workplace
- Rights and Responsibilities: Employer-Employee
- Guest speakers
- Transition to post-school life plan e.g. Path Plan
- Access to employment and volunteer agencies
- Access to community services programs that prepare students for post-school life

Assessment:

Students are required to participate in school organised Work Experience as part of Work Ready Skills.

- Observations and log book entries for work experience
- Class activities and work books, questions checklists for knowledge

Work Experience:

- Half a day each week
- Supported, structured work placement where students develop the necessary skills required for further employment

Human Relationships Education

This subject is delivered in conjunction with the Family Planning framework and the resource *'High Talk and Everybody Needs to Know"*.

Focus areas include:

- Physical and social development as adolescents become adults
- Understanding and managing emotions. Strategies to manage and moderate emotions in life contexts
- Interacting with others – personal and social skills, communication and conversation skills, cooperative behaviour
- Relationships
  - Relationships within and beyond family
  - Skills for developing and maintaining friendships
  - Intimate relationships and reproductive and sexual health

Assessment:

- Classroom activities and discussion
- Worksheets to test knowledge of concepts

Art Skills (Elective)

This course offers students the chance to design and create visual art pieces of work.

- Exhibit artworks
- Critique own and others' work

Focus areas include:

- Sketching to Create Drawings
- Painting Techniques
- Exploring 3D with Sculpture
- Simple mould making and casting
- Understanding Elements and Principles of Design
- Understanding art styles and movement genres.
- Understanding art purposes

Assessment:

- Production of practical artworks
- Exhibiting work
- Critical analyses and discussion

OR

Workshop Skills (Elective)

The course is designed to build knowledge and practical skills in the areas of design, building and construction. Students will become familiar with materials, tools, and building processes in a safe & supportive learning environment.

Focus areas include:

- Workplace health and safety processes and procedures
- Designing and planning various projects
- Cooperate in a group to complete community projects
- Budgeting and purchasing of materials
- Operating hand and powered tools
- Completing the construction of small personal projects using both metal and timber materials
- Familiarisation with workshop fixed bench tools e.g. drill press, drop saw and metal sheers

Assessment:

- Practical assessment tasks
- Completion of specified projects
- Supervised written tests
- Participation

OR

Drama Skills (Elective)

This course offers students the chance to develop, practice and perform dramatic skills.

Focus Areas Include:

- Engaging in role play
- Creating meaning through movement
- Developing character through manipulation of voice
- Understanding Elements of Drama
- Devising dramatic stories
- Collaborating within dramatic contexts
- Understanding of drama skills in real-world contexts

Assessment:

- Performing tasks
- Participation

Life Skills (Year 12)

This subject offers a range of real life learning experiences offered in community contexts, with a focus on accessing the Townsville community for recreation and leisure, social welfare, potential work opportunities and the National Disability Insurance Scheme.

- Each Friday accessing:

Focus areas include:

- Public Transport
- Health and well-being in my community
- Work on local projects as part of a team
- Skills for running and maintaining a home and garden
- Health and fitness
- Equine assisted learning with horses
- Community venues and programs

Assessment:

- Journal – weekly journal feeds into ongoing power point presentation
- Participation in planning and reflection
- Participation and co-operation
- Skills checklist

NOTES