



SUBJECT SELECTION HANDBOOK

Senior subject information

CARMEL COLLEGE
2024

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Principal's Introduction

Dear Parents and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in the interconnected and globalised 21st century. For our world to survive and thrive they will need to be responsible citizens and global contributors ready to act for a just and caring society. This is what the education of the young women and men of Carmel College is about, supported by a priority on a safe and secure environment with high expectations, and a Catholic ethos which allows for student growth in faith, strong values and a sense of service to others. Students are encouraged to both develop their abilities in the areas of school life and studies in which they excel, as well as aiming for improvement in challenge areas.

The latter part of Year 10 is a crucial time for students as they consider more deeply their future directions. This handbook is designed to provide some of the information available and should be used in conjunction with other help support and advice.

With a new senior secondary system in Queensland the questions can be numerous and the information can seem overwhelming, but the essential question remains the same: "What do I want from my schooling and how am I going to do that?"

Now is the time to consider this question carefully. Decisions made may have a significant impact, both in the short and longer term. While advice should be sought from as many sources as possible, the final decisions must rest with the student.

The curriculum at Carmel is holistic, offering the opportunity to grow socially, emotionally, spiritually and intellectually. A growth mindset, grit, learning from mistakes, collaboration and communication: not only are these the ingredients for success in learning at Carmel College, they are also the keys to success in the 21st century. I look forward to working with parents and teachers over their senior years in supporting the growth and learning of the young people we teach.

Stephen Adair
Principal

Important Information

Senior Education Profile

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

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

For more information about the Senior Education Profile see: www.qcaa.qld.edu.au/senior/certificates-

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

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

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible.

Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

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.

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

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, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses

In addition to literacy and numeracy, General syllabuses are underpinned by:

- 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.

Applied syllabuses

In addition to literacy and numeracy, applied syllabuses are underpinned by:

- Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.
- Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.
- Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational education and training (VET)

- Students can access VET programs through the school if it:
- Is a registered training organisation (RTO)
- Has a third-party arrangement with an external provider who is an RTO.
- Offers opportunities for students to undertake school-based apprenticeships or traineeships.

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 **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.

As English is a prerequisite for university study it is expected that all ATAR students will study General English. Please note that Units 3 and 4 are studied in combination and both need a satisfactory completion to attain the QCE points.

General syllabuses

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

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. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit. Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

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. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus. The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each General syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. 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.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the 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 contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

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 of the respective syllabus. The CIA is:

- Developed by the QCAA.
- Common to all schools.

- Delivered to schools by the QCAA.
- Administered flexibly in Unit 3.
- 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.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Senior External Examinations

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- Low candidature subjects not otherwise offered as a General subject in Queensland.
- Students in their final year of senior schooling who are unable to access particular subjects at their school.
- Adult students (people of any age not enrolled at a Queensland secondary school).
- To meet tertiary entrance or employment requirements.
- For personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Queensland Certificate of Education (QCE)

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

The QCE allows students to choose from a wide range of learning options to suit their interests and career goals. There are many learning options available and hundreds of subject and course combinations that may lead to a QCE.

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

The QCE is awarded to students when they have met all the [QCE requirements](#), either at the completion of Year 12, or after they have left school. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate — up to seven years after finishing Year 12.

QCE pathway planning

Most students will plan their QCE pathways in Year 10, when choosing senior courses of study. Your involvement in helping your child make important decisions about their future education, training and employment is vital to the success of this plan.

How to Qualify for a QCE

Students working towards a QCE 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, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Set amount

- 20 credits from learning options, including:
 - [QCAA subjects or courses](#)
 - [vocational education and training qualifications](#)
 - non-Queensland studies
 - [Recognised studies](#).

Set standard

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

Set pattern

- 12 credits from completed Core courses of study and 8 credits from any combination of:
 - [Core courses of study](#)
 - [Preparatory courses of study \(maximum 4\)](#)
 - [Complementary courses of study \(maximum 8\)](#).

Literacy and numeracy requirements

Students must meet [literacy and numeracy requirements](#) through one of the available learning options.

ATAR

From 2020, the Australian Tertiary Admission Rank (ATAR) replaced the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

QTAC will calculate ATARs for Queensland school leavers.

What is the difference between the ATAR and OP?

- The ATAR is a finer grained rank order of students than the OP.
- It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands.
- The ATAR is commonly used in other states and territories.

Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- A student's best 5 General subject results, or
- a student's best results in a combination of 4 General subject results, plus 1 VET qualification at Australian Qualifications Framework (AQF) Certificate III level or above.

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

To be eligible for an ATAR, students must satisfactorily complete a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

ATAR eligible combinations at Carmel College

6 General Subjects

5 General Subjects plus 1 Applied subject or 1 Certificate

4 General Subjects plus 1 Certificate III or above

Senior Schooling

What is different when you go onto senior schooling?

1. School work

Generally speaking there will be more to do. You will be required to do more individual research and assignment work. In all subjects there will be more emphasis on “process” type responses. While “content” plays an important part, it is expected, in some subjects, that you know certain basics so that you can do the problem solving.

2. Committing to a 2 year program

This means that when you sign up for your classes and courses at the end of grade 10 at your SET plan interview you are expected to make no changes throughout year 11 and 12.

3. Homework

Students going into the Senior School will need to do the equivalent of 2 to 3 hours homework or study per night in order to optimise their chances of results which reflect their potential.

4. Demands on your time

Students need to carefully budget their time. As well as homework commitments, students also need to balance their time with sporting, cultural, faith and social activities. Family commitments also need to be given the appropriate time.

5. Part-time work

Some students may seek part-time work. The important thing here is for students to realise that their first priority is to their school work and that, if study/homework time is lost during the week due to work, this needs to be given high priority at another time during the week or on weekends.

5. Peer pressure

Some may find there is peer pressure from working friends, from friends who don't care about their study, or from those who are more intent on having a good time than on being successful. It is important to set short and long term goals and to prioritise those goals to ensure that you are able to reach your true potential by the end of Year 12.

The most important advice we can give to any young person is SET YOUR GOALS HIGH AND WORK HARD TO ENSURE YOU GET THERE.

Balancing Part-Time/Casual Work and School

The State Government has recognised what we in education have known for a long time: that for students to be successful at their studies, they need to limit the amount of time devoted to part-time work.

Students spend approximately 30 hours at school each week (not counting travel time). It is recommended that a minimum of 12½ - 15 hours of home study is required for students to achieve their potential in their senior studies. Education is therefore their full-time job.

We also recognise that students must achieve balance in their lives. It is important to spend time exercising (whether in organised sporting activities or otherwise), and time relaxing with and socialising with their friends and families.

There are also many benefits to engaging in casual work. Again though, this must be in balance. If a student is spending more time engaged in part-time work than in the home component of their full-time job (i.e. study), then they are not doing themselves and their chances of achieving their potential justice. It is a concern to us when we learn that some students are working in their part-time or casual jobs for in excess of 20 hours each week. If they then add the 30 hours spent at school and the minimum time recommended for home study, they would be "working" in excess of 60 hours each week - difficult for many adults to cope with, yet alone our young people who are also coping with the physiological and psychological changes which occur during adolescence.

Be further aware of the pressures from some fast food companies that operate 24 hours a day for students to work the graveyard shift. The impacts of part-time work are greatly increased when the student attends school in a sleep-deprived state.

Below are two Acts of Parliament (laws) designed to reduce working hours for students in compulsory education. Although these laws do not apply to students in Years 11 and 12, we strongly believe that parents should consider the guidelines set out below when monitoring the part-time or casual work that your child engages in throughout their senior studies. In addition, parents may need to be aware that employers may look to students who are not covered by the legislation below to fill shifts which younger students cannot. Again, we recommend parents closely monitor their child's part-time or casual work commitments in this regard.

Child Employment Act (Feb 2006)

- Applies to compulsory schooling;
- No child to work in school hours;
- Parents to sign employment agreement;
- No more than 12 hours/week during term and 38 hours/week during holidays;
- Not to work after 10 pm or before 6 am;
- No more than 4 hours on a school day.

Education Bill (2006)

"It is a parent's obligation to ensure that their compulsory aged child is not employed at a time when they are required to attend school for their educational program."

There are high penalties for non-compliance.

Compulsory subjects

For Year 11 all students must make a selection from each of the following lines:

Line 1: Study of Religion OR Religion and Ethics

Line 2: English OR Literature OR Essential English*

Line 3: General Mathematics OR Mathematical Methods OR Essential Mathematics*

Students must then make three (3) other choices from the subjects available. **Therefore, a total of six (6) subjects will be CHOSEN.**

A reminder the College recommends that students who wish to be ATAR Eligible should select 5 or 6 General subjects.

It is strongly recommended that any student following a Vocational pathway study at least two subjects which incorporate a VET qualification. All ATAR-ineligible students must study one VET qualification.

* It is expected that students who studied English Literacy in Year 10 will transition to Essential English unless otherwise negotiated with the relevant Curriculum Leader.

* It is expected that students who studied Essential Mathematics in Year 10 will transition to Essential Mathematics unless otherwise negotiated with the relevant Curriculum Leader.

Essential Mathematics **Applied**

Applied senior subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance.
- Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.
- Communicate using mathematical, statistical and everyday language and conventions.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions by explaining mathematical reasoning.
- Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

General Mathematics

General

General senior subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including 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.

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.
- Comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.
- Communicate using mathematical, statistical and everyday language and conventions.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions by explaining mathematical reasoning.
- Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20%		Summative internal assessment 3 (IA3): 15%	
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2): 15%			
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA):			50%
<ul style="list-style-type: none"> • Examination 			
Summative external assessment assesses learning from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the supervised examination.			

Mathematical Methods General

General senior subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
- Comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
- communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions by explaining mathematical reasoning.
- Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Summative external assessment assesses learning from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the supervised examination.

Specialist Mathematics

General senior subject

General

***NOTE THAT STUDENTS UNDERTAKING SPECIALIST MATHS MUST ALSO BE UNDERTAKING MATHS METHODS AND SPECIALIST MATHS WILL COUNT AS ONE OF THEIR ELECTIVES.**

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who 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.

Students learn topics that 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. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

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:

- Select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.
- Comprehend mathematical concepts and techniques drawn from Vectors and matrices, real and complex numbers, Trigonometry, Statistics and Calculus.
- Communicate using mathematical, statistical and everyday language and conventions.
- Evaluate the reasonableness of solutions.
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, real and complex numbers, Trigonometry, Statistics and Calculus.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Summative assessments

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

Summative external assessment assesses learning from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the supervised examination.

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

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.
- Use appropriate roles and relationships with audiences.
- Construct and explain representations of identities, places, events and concepts.
- Make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning.
- 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 mode-appropriate language choices according to register informed by purpose, audience and context.
- Use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

General senior 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 are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning 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/signer/designer and relationships with audiences.
- Create and analyse perspectives and representations of concepts, identities, times and places.
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
- Select and synthesise subject matter to support perspectives.
- Organise and sequence subject matter to achieve particular purposes.
- Use cohesive devices to emphasise ideas and connect parts of texts.
- Make language choices for particular purposes and contexts.
- Use grammar and language structures for particular purposes.
- Use mode-appropriate features to achieve particular purposes.

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — analytical written response 	25%

General senior subject

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts. Students develop the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative texts. Literature aims to provide enjoyment and appreciation of literary texts and the aesthetic use of language, as well as encourages creative thinking and imagination by exploring how literary texts shape perceptions of the world. Students will critically explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and Identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, event and people • Creating analytical and imaginative texts 	Independent exploration <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination – analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response — imaginative spoken/multimodal response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — analytical written response 	25%

Religion and Ethics

Applied

Applied senior subject

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society. Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

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

Objectives

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

- Recognise and describe concepts, ideas and terminology about religion, beliefs and ethics.
- Identify and explain the ways religion, beliefs and ethics contribute to perspectives of life and society.
- Explain viewpoints and practices related to religion, beliefs and ethics.
- Analyse perspectives, viewpoints and practices related to religion, beliefs and ethics.
- Apply concepts and ideas to make decisions about inquiries.
- Plan and undertake inquiries about religion, beliefs and ethics.
- Communicate the outcomes of inquiries to suit audiences.
- Appraise inquiry processes and the outcomes of inquiries.

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
Who am I? the personal perspective	The Australian scene	Peace and conflict
Who are we? the relational perspective	Ethics and morality	Religion and contemporary culture
Is there more than this? the spiritual perspective	Good and evil	Religions of the world
	Heroes and role models	Religious citizenship
	Indigenous Australian spiritualities	Sacred stories
	Meaning and purpose	Social justice
		Spirituality

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project or investigation, one examination, no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' knowledge and the data.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • Product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 min • multimodal: 4–7 min 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • Multimodal: 4–7 minutes. 	60–90 minutes 50–250 words per item on the test

Study of Religion

General senior subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

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

Objectives

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

- Describe the characteristics of religion and religious traditions.
- Demonstrate an understanding of religious traditions.
- Differentiate between religious traditions.
- Analyse perspectives about religious expressions within traditions.
- Consider and organise information about religion.
- Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture.
- Create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> • Sacred texts • Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> • Religion and the nation-state • Religion and human rights

Assessment

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

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

Summative assessments

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

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

General senior subject

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

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

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

Pathways

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

Objectives

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

- Describe business environments and situations.
- Explain business concepts, strategies and processes.
- Select and analyse business data and information.
- Interpret business relationships, patterns and trends to draw conclusions.
- Evaluate business practices and strategies to make decisions and propose recommendations.
- Create responses that communicate meaning to suit purpose and audience.

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

Ancient History

General

General senior subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, 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, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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:

- Comprehend terms, issues and concepts.
- Devise historical questions and conduct research.
- Analyse historical sources and evidence.
- Synthesise information from historical sources and evidence.
- Evaluate historical interpretations.
- Create responses that communicate meaning.

Students/ class get to choose 2 topics for each unit, except for *'Digging up the Past'* and the External Exam topic.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>People, power and authority</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Independent source investigation	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — short responses to historical sources	25%

Modern History

General

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- Comprehend terms, issues and concepts.
- Devise historical questions and conduct research.
- Analyse historical sources and evidence.
- Synthesise information from historical sources and evidence.
- Evaluate historical interpretations.
- Create responses that communicate meaning.

Structure

Students/ class get to choose 2 topics for each unit, except for 1 *Indigenous History* topic and the External Exam topic.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African- American civil rights movement, 1954–1968 • 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914– 1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841– 1934 • Germany, 1914– 1945 • United States of America, 1917–1945 • Soviet Union, 1920s– 1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942– 1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948– 1972 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945– 1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957

Unit 1	Unit 2	Unit 3	Unit 4
	<ul style="list-style-type: none"> • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 		<ul style="list-style-type: none"> • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

General senior subject

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

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

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

Pathways

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

Objectives

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

- Explain geographical processes.
- Comprehend geographic patterns.
- Analyse geographical data and information.
- Apply geographical understanding.
- Synthesise information from the analysis to propose action.
- Communicate geographical understanding.

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

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

Legal Studies

General senior subject

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

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

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning.

They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

- Comprehend legal concepts, principles and processes.
- Select legal information from sources.
- Analyse legal issues.
- Evaluate legal situations.
- Create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Design

General senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities.

Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders.

They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts.

They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

- Describe design problems and design criteria.
- Represent ideas, design concepts and design information using drawing and low-fidelity prototyping.
- Analyse needs, wants and opportunities using data.
- Devise ideas in response to design problems.
- Synthesise ideas and design information to propose design concepts.
- Evaluate ideas and design concepts to make refinements.
- Make decisions about and use mode- appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 15%		Summative internal assessment 3 (IA3): 25%	
<ul style="list-style-type: none"> • Examination — design challenge 		<ul style="list-style-type: none"> • Project 	
Summative internal assessment 2 (IA2): 35%		Summative external assessment (EA): 25%	
<ul style="list-style-type: none"> • Project 		<ul style="list-style-type: none"> • Examination — design challenge 	

Food and Nutrition

General

General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development. Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

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

- Recognise and describe food and nutrition facts and principles.
- Explain food and nutrition ideas and problems.
- Analyse problems, information and data.
- Determine solution requirements and criteria.
- Synthesise information and data to develop ideas for solutions.
- Generate solutions to provide data to determine the feasibility of the solution.
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement.
- Make decisions about and use mode- appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20%		Summative internal assessment 3 (IA3): 30%	
<ul style="list-style-type: none"> • Examination 		<ul style="list-style-type: none"> • Project — folio 	
Summative internal assessment 2 (IA2): 25%		Summative external assessment (EA): 25%	
<ul style="list-style-type: none"> • Project — folio 		<ul style="list-style-type: none"> • Examination 	

Health

General

General senior subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Objectives

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

- Recognise and describe information about health-related topics and issues.
- Comprehend and use health approaches and frameworks.
- Analyse and interpret information about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Organise information for particular purposes.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Make decisions about and use mode- appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

Assessment

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

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

Summative assessments

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

General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 25%		Summative internal assessment 3 (IA3): 30%	
• Project — folio		• Project — folio	
Summative internal assessment 2 (IA2): 20%		Summative external assessment (EA): 25%	
• Investigation — report		• Examination — combination response	

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Apply understanding of scientific concepts, theories, models and systems within their limitations.
- Analyse evidence.
- Interpret evidence.
- Investigate phenomena.
- Evaluate processes, claims and conclusions.
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Chemistry

General

General senior subject

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Apply understanding of scientific concepts, theories, models and systems within their limitations.
- Analyse evidence.
- Interpret evidence.
- Investigate phenomena.
- Evaluate processes, claims and conclusions.
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions —reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Physics

General

General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them.

They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations.
- Apply understanding of scientific concepts, theories, models and systems within their limitations.
- Analyse evidence.
- Interpret evidence.
- Investigate phenomena.
- Evaluate processes, claims and conclusions.
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

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

Psychology

General senior subject

al

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concepts of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment. Students also explore the contribution of emotion and motivation on the individual behaviour.

Students also examine the process of how individual thinking is determined by the brain; including perception, memory, and learning. Finally they consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

Summative assessments

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

Japanese

General senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

- Comprehend Japanese to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning, values and attitudes.
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives.
- Apply knowledge of Japanese language elements, structures and textual conventions to convey meaning. Appropriate to context, purpose, audience and cultural conventions.
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives.
- Use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Dance

General senior subject

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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

Objectives

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

- Demonstrate an understanding of dance concepts and skills.
- Apply literacy skills.
- Organise and apply the dance concepts.
- Analyse and interpret dance concepts and skills.
- Apply technical skills.
- Realise meaning through expressive skills.
- Create dance to communicate meaning.
- Evaluate dance, justifying the use of dance concepts and skills.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> • Contemporary • at least one other genre • Subject matter: <ul style="list-style-type: none"> • meaning, purpose and context • historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> • Contemporary • at least one other genre • Subject matter: <ul style="list-style-type: none"> • physical dance environments including site-specific dance • virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> • Contemporary • at least one other genre • Subject matter: <ul style="list-style-type: none"> • social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> • fusion of movement styles • Subject matter: <ul style="list-style-type: none"> • developing a personal movement style • viewpoints and influences on genre

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Drama

General senior subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They 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.

They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- Demonstrate an understanding of dramatic languages.
- Apply literacy skills.
- Apply and structure dramatic languages.
- Analyse how dramatic languages are used to create dramatic action and meaning.
- Interpret purpose, context and text to communicate dramatic meaning.
- Manipulate dramatic languages to create dramatic action and meaning.
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning.
- Synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): • Examination — extended response	25%		

Music

General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- Demonstrate technical skills.
- Explain music elements and concepts.
- Use music elements and concepts.
- Analyse music.
- Apply compositional devices.
- Apply literacy skills.
- Interpret music elements and concepts.
- Evaluate music to justify the use of music elements and concepts.
- Realise music ideas.
- Resolve music ideas.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): • Examination	25%		

Visual Art

General senior subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

- Implement ideas and representations.
- Apply literacy skills.
- Analyse and interpret visual language, expression and meaning in artworks and practices.
- Evaluate art practices, traditions, cultures and theories.
- Justify viewpoints.
- Experiment in response to stimulus.
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes.
- Realise responses to communicate meaning.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student- directed • Media: student- directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student- directed

Assessment

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

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

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

Film, TV and New Media

General senior subject

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts. Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Moving-image media enable us to understand and express ourselves and engage meaningfully in local and global participatory media cultures. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional, and creative potential of moving-image media in a diverse range of global contexts.

Pathways

Film, Television & New Media is a General subject suited to students who are interested in pathways beyond school that can lead to tertiary studies, vocational education or work. A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that skills inherent in the subject.

Objectives

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

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- Apply literacy skills
- Analyse moving-image products and contexts of production and use
- Structure visual, audio and text elements to make moving-image media products
- Experiment with ideas for moving-image media products
- Appraise film, television and new media products, practices and viewpoints
- Synthesise visual, audio and text elements to solve conceptual and creative problems.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	<p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Industrial Technology Skills

Applied senior subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- Describe industry practices in manufacturing tasks.
- Demonstrate fundamental production skills.
- Interpret drawings and technical information.
- Analyse manufacturing tasks to organise materials and resources.
- Select and apply production skills and procedures in manufacturing tasks.
- Use visual representations and language conventions and features to communicate for particular purposes.
- Plan and adapt production processes.
- Create products from specifications.
- Evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- Elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
Industry practices Production processes	Aeroskills	Aeroskills mechanical Aeroskills structures
	Automotive	Automotive mechanical Automotive body repair Automotive electrical

Building and construction	Bricklaying Plastering and painting Concreting Carpentry Tiling Landscaping
Engineering	Sheet metal working Welding and fabrication Fitting and machining
Furnishing	Cabinet-making Furniture finishing Furniture-making Glazing and framing Upholstery
Industrial graphics	Engineering drafting Building and construction drafting Furnishing drafting

Plastics	Thermoplastics fabrication Thermosetting fabrication
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Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- At least two projects.
- At least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • Product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Information and Communication Technology **Applied**

Applied senior subject

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

Objectives

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

- Identify and explain hardware and software requirements related to ICT problems.
- Identify and explain the use of ICT in society.
- Analyse ICT problems to identify solutions.
- Communicate ICT information to audiences using visual representations and language conventions and features.
- Apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts.
- Synthesise ICT concepts and ideas to plan solutions to given ICT problems.
- Produce solutions that address ICT problems.
- Evaluate problem-solving processes and solutions, and make recommendations.

The Information & Communication Technology course is designed around:

- Core topics integrated into modules of work.
- Using a problem-solving process.
- Three or more elective contexts.

Core topics	Elective contexts	
Hardware	Animation	Network fundamentals
Software	Application development	Online communication
ICT in society	Audio and video production	Website production
	Data management	
	Digital imaging and modelling	
	Document production	

Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects.
- At least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • Product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • Multimodal: 4–7 minutes.

Fashion

Applied senior subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

- Please note that this subject is currently under review with the QCAA and as such some content and structure may have alteration.

Pathways

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

Objectives

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

- Identify and interpret fashion fundamentals.
- Explain design briefs.
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts.
- Analyse fashion fundamentals.
- Apply fashion design processes.
- Apply technical skills and design ideas related to fashion contexts.
- Generate, modify and manage plans and processes.
- Synthesise ideas and technical skills to create design solutions.
- Evaluate design ideas and products.
- Create communications that convey meaning to audiences.

Core topics	Elective topics	
Fashion culture	Adornment	Fashion in history
Fashion technologies	• Accessories	Haute couture
Fashion design	• Millinery	Sustainable clothing
	• Wearable art	Textiles
	Collections	Theatrical design
	Fashion designers	Merchandising

Assessment

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two projects.
- One extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • Multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • Multimodal: 4–7 minutes. 	prod

• Product: 1–4.		
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Visual Art in

Applied

Practice

Applied senior subject

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks. In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'. In 'Visual mediums, technologies and techniques', students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display and curatorial skills. They will learn and apply safe visual art practices. When students engage in subject matter from 'Visual literacies and contexts', they interpret, negotiate and make meaning from information presented in the form of visual texts. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making. In 'Artwork realisation', students are asked to reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks.

- Please note that this subject is currently under review with the QCAA and as such some content and structure may have alteration.

Pathways

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

Objectives

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

- Recall terminology and explain art-making processes.
- Interpret information about concepts and ideas for a purpose.
- Demonstrate art-making processes required for visual artworks.
- Apply art-making processes, concepts and ideas.
- Analyse visual art-making processes for particular purposes.
- Use language conventions and features to achieve particular purposes.
- Generate plans and ideas and make decisions.
- Create communications that convey meaning to audiences.
- Evaluate art-making processes, concepts and ideas.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Module 1: Dynamic Marketing –Hit That Target.</p> <p>This module explores the world of art and business, using design processes to target specific audiences</p> <p>Module 2: What's your Scape?</p> <p>This module focuses on the concept of contrasting environments (e.g. rural/urban) and the use of visual literacies</p>	<p>Module 3: Take it to the Streets</p> <p>This module focuses on street art, the work of contemporary street artists, and how it is used to connect with the public to comment on a social issue</p> <p>Module 4: Exploring photography a moment in time</p> <p>This module explores the medium of photography</p>	<p>Module 5: Design it, Make it, Sell it</p> <p>This module focuses on popular culture and the design process. Students create artworks to inform and promote a community cultural event.</p> <p>Module 6: 3D Art Outdoors, Under the sun, in the rain</p>	<p>Module 7: Belonging The identity Project</p> <p>This module explores the concept of identity and belonging by using photographic images to document the local area, icons, events and/or community.</p> <p>Module 8: We are a Disposable Society Assemblage sculpture</p>

to make meaning in the form of visual artworks that reflect the context in which they are created.	and its ability to capture a moment in time.	This module explores 3D artworks and art for public spaces, focusing on creating sculptural works for a specific outdoor space in the school community	This module explores the concept of consumerism and artists who work with found objects to communicate a message about our disposable society.
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Assessment

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

In Units 3 and 4 students, complete four summative assessments.

Summative assessments

Unit 3	Unit 4
<p>Module 5: Design it, Make it, Sell it Project</p> <ul style="list-style-type: none"> Produce component, a suite of design products that market. Spoken component, creative processes involved in the production of marketable artworks. 	<p>Module 7: Belonging The identity Project</p> <ol style="list-style-type: none"> Product component <ul style="list-style-type: none"> Folio of photographs for display, accompanied by an artist statement Multimodal component - A digital catalogue with embedded media
<p>Module 6: 3D Art Outdoors, Under the sun, in the rain Project</p> <ul style="list-style-type: none"> Product component ,sculpture or series of sculptures Written component, Artist's statement 	<p>Module 8: We are a Disposable Society Assemblage sculpture Project</p> <ol style="list-style-type: none"> Create an assemblage sculpture for display, to communicate a message about consumerism

Drama in Practice

Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic 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, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities. In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem. The Drama in Practice syllabus recognises that the needs and interests of students vary considerably. Through a broad range of electives, schools are given the flexibility to cater for students with interests in the design and technical production aspects of drama and theatre, as well as those with interests in performance.

Please note that this subject is currently under review with the QCAA and as such some content and structure may have alteration.

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

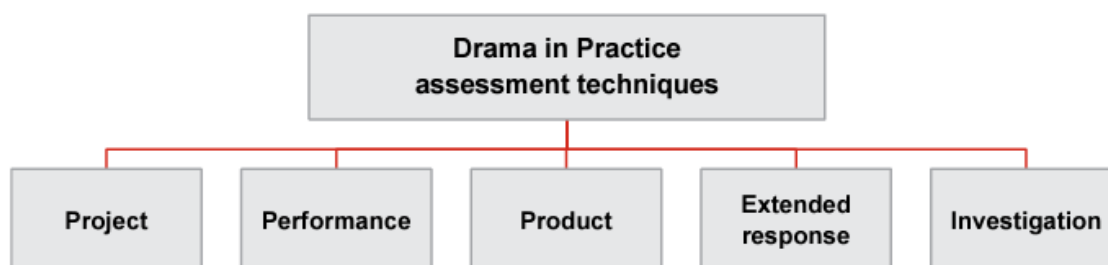
Objectives

By the conclusion of study, students will have completed four module electives from the following list:

- Elective 1: Acting (stage and screen)
- Elective 2: Career pathways (including arts entrepreneurship)
- Elective 3: Community theatre
- Elective 4: Contemporary theatre
- Elective 5: Directing
- Elective 6: Playbuilding
- Elective 7: Scriptwriting
- Elective 8: Technical design and production
- Elective 9: The theatre industry
- Elective 10: Theatre through the ages
- Elective 11: World theatre.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students, complete four summative assessments. Assessment instruments are designed from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4. For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. Techniques included are represented in the image below:



COSTS AND VETIS FUNDING FOR VOCATIONAL TRAINING

Vocational Education and Training in Schools (VETIS) is a program that enables students to gain nationally recognised qualifications while at school. Students learn skills and knowledge required for specific industries. VETIS courses at Carmel can be used in years 11 and 12, and can count towards the Queensland Certificate of Education. Students can choose One VETIS eligible program in their senior years. All other qualifications must be full fee paying. Subsidised VETIS qualifications at Carmel College can be found on the table below (note these prices are current as of 18/4/23 and can be altered at any time at the discretion of the supplying RTO). Please also note the admin fee associated with many of these programs – this is payable to Carmel College.

CERTIFICATE NAME	RTO PROVIDER	VETIS ELIGIBLE	COST WITH VETIS	ADMIN FEE	ADDITIONAL COST/RESOURCES	FULL FEE EXCLUDING ADMIN FEE
CERTIFICATE 3 BUSINESS	BARRINGTON COLLEGE	NO	NOT VETIS ELIGIBLE	\$50 per year	NIL	\$1700
DIPLOMA OF BUSINESS	BARRINGTON COLLEGE	NO	NOT VETIS ELIGIBLE	\$50	NIL	\$2500
CERTIFICATE 3 FITNESS WITH CERT 2 SPORT AND REC	COLLEGE OF HEALTH AND FITNESS	YES (FOR CERT 2 PORTION ONLY AFTER COMPLETION)	\$100	\$50 per year	NIL	\$600
CERTIFICATE 2/3 HOSPITALITY	TRAINING DIRECT	YES (FOR CERT 2 PORTION)	\$350	\$50 per year	NIL	\$1725
CERTIFICATE 1 CONSTRUCTION	BLUE DOG	YES	FREE	\$50 per year	NIL	\$1200
CERTIFICATE 2 ENGINEERING PATHWAYS	BLUE DOG	YES	FREE	\$50 per year	NIL	\$1200
CERTIFICATE 2/ 3 HEALTH SERVICES	MATER EDUCATION	YES (FOR CERT 2 PORTION)	\$750	\$50 per year	STUDENTS ARE REQUIRED TO PURCHASE A SET OF BLUE SCRUBS	NOT AVAILABLE AS FULL FEE
CERT 3 AVIATION/ CERTIFICATE 2 ENG PATHWAYS –	SKILLS GENERATION	YES	\$100	\$50 per year	NIL	\$7740
ALTERNATE/ONLINE/TAFE STUDY	VARIED	PLEASE REFER DIRECTLY TO RTO FOR COSTS ASSOCIATED WITH ALTERNATE STUDY.				

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, 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 dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history. Typically 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. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility – Cost (not including \$100 admin fee payable to Carmel College)

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost**.

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 Trainings 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 are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
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	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
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 are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 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 can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>

<https://training.gov.au/Training/Details/CPC20220>

MEM20422 Certificate II in Engineering

Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 4

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.

Typically 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 to be done in a safe manner for each learner and those around them.

Eligibility – Cost (not including \$100 admin fee payable to Carmel College)

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. 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 Trainings 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 are 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
MSAENV272	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

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

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.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

Certificate III in Hospitality units from Certificate II in Hospitality embedded

Stand Alone VET
Subject

National Registration Code SIT30616 and SIT20316 Non-school RTO

REGISTERED TRAINING ORGANISATION:

Training Direct Australia - Provider number 32355

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

▪ Café attendant	BSBWOR203	Work effectively with others	Core
▪ Waiter	SITHIND002	Source and use information on the hospitality industry	Core
	SITHIND004	Work effectively in hospitality service	Core
SITXCCS006	Provide service to customers	Core	
SITXCOM002	Show social and cultural sensitivity	Core	
SITXHRM001	Coach others in job skills	Core	
SITXWHS001	Participate in safe work practices	Core	
SITXFSA001	Use hygienic practices for food safety	Elective	
SITXFSA002	Participate in safe food handling practices	Elective	
SITHCCC002	Prepare and present simple dishes	Elective	
SITHCCC003	Prepare and present sandwiches	Elective	
SITHFAB002	Provide responsible service of alcohol	Elective	
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective	
SITHFAB005	Prepare and serve espresso coffee	Elective	
SITHFAB007	Serve food and beverage	Elective	
SITXCCS003	Interact with customers	Core	
SITHIND003	Use hospitality skills effectively	Core	

To achieve SIT30616 Certificate III in Hospitality 15 units of competency must be completed.

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund the training for the SIT20316 Certificate II in Hospitality component of the qualification through VETiS. If using VETiS funding for SIT20316 Certificate II in Hospitality, the additional 2 units listed above must be completed.

For more information on the VETiS, visit <https://desbt.qld.gov.au/training/providers/funded/vetis>
The remaining units will be charged on a Fee-For-Service basis.

For eligibility and more information on this program speak to a Training Direct Australia representative.

Training Direct Australia Payment Terms (not including \$100 admin fee payable to Carmel College)

CERTIFICATE II

Is the student eligible for VETiS funding?

Yes - No fee to student

No - Cost to student: 12 Units @ \$115 per unit

Maximum \$1380.00 for full qualification

SIT30616 Certificate III in Hospitality with SIT20316 Certificate II in Hospitality embedded

Is the student eligible to receive VETiS Funding for SIT20316 Certificate II in Hospitality?

Yes - Cost to student is \$350

SIT30616 Certificate III in Hospitality Only – Non Funded

Cost to student: 15 Units @ \$115 per unit, Maximum \$1725 for full qualification

Invoicing

SIT20316 Certificate II in Hospitality

Students not eligible for VETiS funding

Itemised invoice sent to school or student/parent (as per the agreed payment terms) at the end of Term 2, 3 and 4 for unit/s of competency achieved by the student. Payment is required 14 days from the date on the invoice.

SIT30616 Certificate III in Hospitality with SIT20316 Certificate II in Hospitality embedded

Students eligible to receive VETiS funding for SIT20316 Certificate II in Hospitality

Invoice for \$350.00 sent to school or student/parent (as per the agreed payment terms).

Invoice will be issued at the beginning of Term 1 when student enters Year 12, unless completing before this time. This fee is non-refundable. Payment is required 14 days from the date on the invoice.

If student withdraws from the qualification before this time, itemised invoice will be issued for unit/s of competency achieved by the student at \$70.00 per unit. Payment is required 14 days from the date on the invoice.

SIT30616 Certificate III in Hospitality only – Non Funded

Itemised invoice sent to school or student/parent (as per the agreed payment terms) at the end of Term 2, 3 and 4 for unit/s of competency achieved by the student. Payment is required 14 days from the date on the invoice.

BSB30120 CERTIFICATE III IN BUSINESS (IN-SCHOOL PROGRAM)

Barrington College Australia | www.barringtoncollege.edu.au | schools@barringtoncollege.edu.au | RTO:45030
| CRICOS: 03552K

Why Study a BSB30120 Certificate III in Business?•Achieve a nationally accredited qualification while still at secondary school•Qualification provides students with ATAR equivalency and upto eight QCE points•Provides students with a strong foundation to commence studies in the BSB50120 Diploma of Business•Personalised study experience and innovative online learning platform•Competency-based learning that prepares students for the workplace and tertiary studies.

Program Overview

Your school in partnership with Barrington College Australia is pleased to offer senior students the opportunity to undertake BSB30120 Certificate III in Business study as part of their school curriculum. The course is taught at school by accredited business teachers alongside other school subjects.

Course Overview

This certificate award provides students with a broad range of practical business skills enabling employment opportunities for entry-level positions across the corporate sector and pathways into further study.

Course Duration 12 - 24 months with classes delivered at school alongside self-paced study.

Course Availability The course is available to students in Years 11 and 12.

Course Fees Domestic students Tuition fees (**not including \$100 admin fee payable to Carmel College**): \$1,450 Enrolment fee (non-refundable): \$250 Total: \$1,700 monthly instalment plan payment option is available for an additional charge of \$100.

Course Structure | 13 units **BSBCRT311** Apply critical thinking skills in a team environment **BSBPEF201** Support personal wellbeing in the workplace **BSBSUS211** Participate in sustainable work practices **BSBTWK301** Use inclusive work practices **BSBWH311** Assist with maintaining workplace safety **BSBXC301** Engage in workplace communication **BSBTEC302** Design and produce spreadsheets **BSBWRT311** Write simple documents **BSBTEC301** Design and produce business documents **BSBTEC303** Create electronic presentations **BSBPEF301** Organise personal work priorities **BSBOPS304** Deliver and monitor a service to customers.

Diploma of Business

Stand-alone VET subject



Barrington College Australia | www.barringtoncollege.edu.au | schools@barringtoncollege.edu.au | RTO:45030
| CRICOS: 03552K

Course Overview

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment. Opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

Course Structure | 12 units

Core Units | 5 units

BSBCRT511 Develop Critical Thinking in Others

BSBFIN501 Manage Budgets and Financial Plans

BSBOPS501 Manage Business Resources

BSBXCM501 Lead Communication in the Workplace

BSBSUS511 Develop Workplace Policies and Procedures

for Sustainability

Elective Units | 7 units

BSBHRM525 Manage Recruitment and Onboarding

BSBOPS504 Manage Business Risk

BSBPMG430 Undertake Project Work

BSBTWK503 Manage Meetings

BSBPEF502 Develop and Use Emotional Intelligence

BSBCMM411 Make Presentations

BSBMKG541 Identify and Evaluate Marketing Opportunities

Course Duration

Up to 18 months with classes delivered at your school campus alongside self-paced study (5-6 terms).

Course Availability

The course is available to in-school students.

Why Study a Diploma of Business?

- A recognised leader in the delivery of in-school vocational programs.
- Established university pathways.
- Qualification provides students with ATAR equivalency and up to eight QCE points.
- Potential academic credit towards university undergraduate degrees.
- Achieve a nationally accredited qualification while still at high school.
- Personalised study experience and strong student support.
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuits.
- CRICOS-registered college for international students.

Course Fees Domestic students Tuition fee (**not including \$100 admin fee payable to Carmel College**): \$2,250
Enrolment fee (non-refundable): \$250 Total: \$2,500 monthly instalment plan payment option is available for an additional charge of \$100.

Certificate II/III in Fitness

Stand-alone VET subject



REGISTERED TRAINING ORGANISATION

RTO CODE 30798 – College of Health and Fitness

DELIVERY OVERVIEW

If your heart is set on embarking on a new career in the fitness industry, at the College of Health and Fitness, you can take the first step by enrolling in SIS30321 – Certificate III in Fitness. This qualification reflects the role of group and gym fitness instructors who may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. The course prepares you for further studies, to gain nationally-recognised qualifications such as SIS40221 – Certificate IV in Fitness. Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia. Before you start this course, you will be required to complete a literacy and numeracy assessment. The course does include concepts and assessments that may be challenging, and students will be required to research broadly using online resources. Access to a computer and the internet is required.

Students must also find a suitable workplace to complete their work placement and have their logbook signed off. We assist students in finding a workplace to complete this requirement.

Cert II in Sport and Recreation SIS20115

Core	
HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness, and recreation industry knowledge
Electives	
BSBPEF301	Organise personal work priorities
BSBSUS211	Participate in sustainable work practices

HLTAID011	Provide First Aid
BSBXTW301	Work in a team

NB: There are 4 units in Cert II embedded in Cert III which have been highlighted

Cert III in Fitness SIS30321

Core	Units
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
Electives	Units
BSBOPS403	Apply business risk management processes
BSBSUS211	Participate in sustainable work practices
BSBWHS332X	Apply infection prevention and control procedures to own work activities
BSBXTW301	Work in a team

Cost for Certificate 2/3 Fitness is dependant on eligibility for VETIS funding. If a student is eligible for VETIS funding the cost of the government funding will be refunded upon successful completion of the entire program (minus the \$100 admin fee payable to Carmel College). If a student is not eligible for VETIS funding the full fee for the program is \$600 (not including the admin fee).

Stand-alone VET subject

Mater Education – VETiS Certificate II & Certificate III Program Overview

Registered Training Organisation (RTO):
Mater Education (RTO Code: 31193)
www.matereducation.org.au
07 3163 1500

HLT23221 Certificate II in Health Support Services

QCE Points: 4

Description and Application

The qualification HLT23221 provides students with an introduction to the health care sector.

Are you a senior high school student eager to pursue a career in health? Mater Education's Vocational Education and Training in Schools (VETiS) program gives you the opportunity to study on-site at Mater where you will learn about a range of roles in this dynamic industry and gain real-world experience working alongside qualified healthcare professionals in acute hospital settings.

The program has been designed by our expert team of educators, giving you knowledge and skills in some key foundation areas such as medical terminology, transportation of patients, making beds, and communication.

Over six months (two school terms) the program sees students complete a HLT23221 Certificate II in Health Support Services, with the option for them to then obtain a HLT33115 Certificate III in Health Services Assistance via a **ten week (one term)** gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

VETiS qualifications are funded by the Queensland Government's VET Investment budget. VETiS funding allows students to undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. The HLT23221 Certificate II in Health Support Services is listed

on the Queensland Government's Priority Skills list for VETiS funded delivery by approved pre-qualified suppliers.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Mater Education VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Mater Education. Fee for service cost = \$3160 (invoiced to the partner school).

Please refer to the Mater Education for further information.

<https://www.matereducation.qld.edu.au/career-entry-qualifications/vetis>

Immunisations

Student will need to be immunised for the following communicable disease:

- COVID-19

Training and Assessment Delivery

The Mater Education VETiS program is delivered by qualified trainers and assessors at the student's school, where the student will attend class one day per week over two (2) Terms.

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

Training and assessment are via Mater Education's mode of delivery which comprises both face to face classroom-based training and Simulated training conducted in a Simulated ward at the schools Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

Qualification consists of 12 units: – 4 Core, 7 Electives and 1 Import

Core

CHCCOM005	Communicate and work effectively in community and health
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control

HLTWHS001	Participate in workplace health and safety
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Elective

CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
HLTAID009	Provide Cardiopulmonary resuscitation (Import)
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
HLTWHS005	Conduct manual tasks safely

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/dbad97e5-42bd-4ebc-822e-5f770d8b6beb>

HLT33115 Certificate III in Health Services Assistance

QCE Points: 2

To continue studying the Certificate III Health services assistance Gap Program, students must have successfully completed the Certificate II in Health Support Services.

Description and Application

The qualification HLT33115 provides students with knowledge and skill in developing team effectiveness, assisting patients with mobility, understanding medical terminology, and organisational skill required to work in the health care sector.

Are you looking to embark on a career in healthcare? Mater Education's Certificate III in Health Services Assistance course will arm you with the knowledge and skills needed to work in a range of assistant-style roles—from jobs as a patient care attendant or an assistant in nursing, through to orderly and wards person positions.

This hands-on course is delivered onsite at Mater Education's world-class clinical simulation facility and taught by our team of interprofessional education experts.

Delivered over ten-weeks (one term) gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Key areas of learning and skills development include:

- interpreting and applying medical terminology
- anatomy and physiology
- working in health and community services
- team effectiveness
- organisational skills .

Graduates of the course will be able to work confidently in the following roles:

- assistant in nursing
- patient care attendant
- personal carer
- orderly
- wards person.

Eligibility – Cost

Certificate III Health Services Assistance Gap Program fee: \$750 (invoiced to the partner school)

Please refer to the Mater Education for further information.

<https://www.matereducation.qld.edu.au/career-entry-qualifications/vetis>

Training and Assessment Delivery

The Mater Education VETiS program is delivered by qualified trainers and assessors at the student's school, where the student will attend class one day per week over one (1) Term.

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

Training and assessment are via Mater Education's mode of delivery which comprises both face to face classroom-based training and simulated training conducted in a Simulated ward at the schools Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

Qualification consists of 15 units: – 7 core, 7 electives and 1 import

Core

CHCCOM005	Communicate and work effectively in community and health	Credit transfer
CHCDIV001	Work with diverse people	Credit transfer
HLTINF006	Apply basic principles and practices of infection prevention and control	Credit transfer
HLTWHS001	Participate in workplace health and safety	Credit transfer
BSBMED301	Interpret and apply medical terminology appropriately	To be Delivered
BSBWOR301	Organise personal work priorities and development	To be Delivered
HLTAAP001	Recognise healthy body systems	To be Delivered

Elective

CHCCCS020	Respond effectively to behaviours of concern	Credit transfer
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CHCCCS026	Transport individuals	Credit transfer
CHCCCS010	Maintain a high standard of service	Credit transfer
CHCCCS012	Prepare and maintain beds	Credit transfer
HLTAID009	Provide Cardiopulmonary resuscitation	Credit transfer
BSBOPS203	Deliver a service to customers (Import)	Credit transfer
CHCCCS002	Assist with movement	To be Delivered
BSBFLM312	Contribute to team effectiveness	To be Delivered

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/dbad97e5-42bd-4ebc-822e-5f770d8b6beb>

Certificate 3 Aviation (Remote Pilot)



OVERVIEW

Skills Generation MEM20413 Certificate II in Engineering Pathways is a forward-thinking VET Qualification that aims to educate students about emerging and increasingly prominent technologies. Skills Generation focuses on the future, and ensuring students are prepared for the changing landscape of work in the engineering and manufacturing fields.

Our MEM20413 qualification first lays the groundwork, introducing students to the foundations of engineering and manufacturing – including the correct use of hand and power tools, appropriate understanding of PPE and proper welding techniques. Students then apply this foundational knowledge in a variety of engaging and practical projects including the construction of individual robots or drones.

COURSE DELIVERY

Delivery of MEM20413 is face-to-face at the school and will be included as part of the student's timetable. The course is designed to complete the Certificate II in Engineering Pathways in Year 10. Students then have the opportunity to transition to a follow-on qualification, either ICT20120 Certificate II in Applied Digital Technologies following on from the Build a Robot Project, or AVI30419 Certificate III in Aviation (Remote Pilot), following on from the Build a Drone Project.

ASSESSMENT

The course contains both theory and practical assessments on a unit-by-unit basis. Theory assessments are open book, comprising multiple choice and short answer questions. The program will allow students: to gain foundational knowledge and experience in a broad range of engineering disciplines to apply acquired skills in the construction of individual robots or drones to obtain insights into the exciting and growing employment pathways in the trade and engineering industries

COURSE UNITS

MEM13014A Apply principles of occupational health and safety in the work environment
MEMPE005A Develop a career plan for the engineering and manufacturing industry
MEMPE006A Undertake a basic engineering project
MSAENV272B Participate in environmentally sustainable work practices
MEM16006A Organise and communicate information
MEM16008A Interact with computing technology
MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations
MEMPE001A Use engineering workshop machines
MEMPE002A Use electric welding machines
MEMPE007A Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A Work in a team

COURSE FEES

MEM20413 Certificate II in Engineering Pathways

VETiS Funded Student FREE

Fee For Service Student \$4,660.00

Fee For Service Student (Discounted Rate) * \$1,200.00

** to be eligible for discounted rate, Fee For Service students must be enrolled in a class of 15 or more VETiS funded students in this qualification*

COURSE FEES - OPTIONAL FOLLOW ON COURSES

ICT20120 Certificate II in Applied Digital Technologies

Follow on Student (continuing on from Skills Generation MEM20413) FREE

Fee For Service Student \$850.00

AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

VETiS Funded Student FREE

Follow on Student (continuing on from Skills Generation MEM20413) FREE

Fee For Service Student \$3,330.00

Fee For Service Student (Discounted Rate) ^ \$1,200.00

CASA RePL and AROC

Fees for students who choose to undertake the optional CASA RePL component with or without the optional AROC component - includes training, licencing and application fees for the CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (*NB: students must be 17+ years to obtain the AROC*):

VETiS Funded Student (while enrolled in Skills Generation AVI30419) FREE

Follow on Student (continuing on from Skills Generation MEM20413) \$600.00

Fee For Service Student \$600.00

^ to be eligible for the discounted rate, Fee For Service students must be enrolled in a class of 15 or more VETiS funded students in the AVI30419 qualification or 15 or more students previously VETiS funded for the MEM20413 qualification

VETiS ELIGIBILITY REQUIREMENTS

MEM20413 Certificate II in Engineering Pathways is funded by the Queensland Department of Education, Small Business and Training (DESBT). Students may be eligible to utilise their VETiS funding if they meet the following criteria:

Students are either Australian or New Zealand Citizens or Permanent Residents

Students are in either Year 10, 11 or 12 when they participate in the course

Students have not previously utilised their VETiS funding

Please speak with the School's VET Coordinator to check VETiS eligibility.

QCE CONSIDERATIONS

Students may be eligible for up to 8 QCE Credits as nominated by the QCAA on successful completion of both MEM20413 and ICT20120. Students may be eligible for up to 10 QCE Credits as nominated by the QCAA on successful completion of both MEM20413 and AVI30419. Additionally, on successful completion of AVI30419 Certificate III in Aviation (Remote Pilot), students will achieve an automatic QTAC Tertiary Admission Selection Rank of 68.

MEM20413 Certificate II in Engineering Pathways: up to 4 QCE Credits

ICT20120 Certificate II in Applied Digital Technologies: up to 4 QCE Credits

AVI30419 Certificate III in Aviation (Remote Pilot): up to 6 QCE Credits

Tafe@School

Students wishing to attend TAFE to gain a certificate qualification may do so after discussion with Mrs Thomas. Students apply directly to the TAFE and attend one day per week. Attending TAFE is a challenging but rewarding pathway and takes maturity and dedication as students will be required to maintain their on site school studies while attending TAFE, it is for that reason that we generally do not recommend students intending on ATAR studies undertake TAFE study. Some TAFE courses may attract government VETiS funding but many courses require payment once enrolled.

Further information regarding TAFE applications, approximate costs and cut off dates will be provided during the course of set plan preparations.

Apprenticeships and Traineeships

Carmel College allows students to undertake school based apprenticeships and traineeships. These positions must be sourced by the student themselves and a specific process must be undertaken to meet legal and school requirements.

If you are considering undertaking an apprenticeship or traineeship it is recommended that you speak to Mrs Thomas to ensure your arrangements are suitable before committing to the process, we also recommend that students arrange with Ms Braddon to undertake work experience with the employer first to ensure that working conditions are acceptable.

External Courses

We often have requests for external courses not offered by Carmel College or TAFE QLD for example the Certificate 4 in Dance. If you are considering undertaking a course run by a registered training organisation please present your proposal with the relevant paperwork to Mrs Thomas before the end of the school year.

Learning and Teaching Leader List

If you require additional information about courses on offer please contact the relevant Learning and Teaching Leader

Business – Mrs Diana Platt

English - Mrs Jerusha Davis

Health and Physical Education – Mr Lachlan Reilly

Home Economics - Mrs Rachel Lax

Humanities - Mrs Diana Platt

Japanese - Mrs Rachel Ward

Mathematics - Mrs Theresa Geiger

Religious Education - Ms Nicole Wells

Science - Mr Peter Gooley

Technology - Mr Tony Hurley

The Arts - Ms Hailee Speck

If you require assistance with Senior Pathways, Vocational education or further clarification on this document please contact:

Mrs Tamara Thomas – Learning Pathways Leader