CENTENARY HEIGHTS
STATE HIGH SCHOOL

SENIOR SUBJECT GUIDE

For students entering Year 11 in 2027

Contents

From our Principal

Dear Students and Parents

As you enter the senior phase of your schooling, I warmly welcome you to what will be an important and rewarding stage of your educational journey. Years 11 and 12 offer a wide range of pathways, designed to reflect the strengths, interests and future goals of every student.

Our commitment is to ensure that each student is well-prepared for life beyond school—whether that means university, vocational training, or direct entry into the workforce. A core component of this phase is achieving the Queensland Certificate of Education (QCE), a credential that recognises students who meet key learning and achievement standards by the end of Year 12.

One of the greatest strengths of senior schooling is the ability to shape a personalised learning plan. At Centenary Heights, students have access to an array of academic and vocational options to help them pursue their individual goals. This is a time to think deeply about your interests, abilities, and aspirations—and to choose subjects that align with your long-term ambitions and what you most enjoy learning.

The development of your Senior Education and Training (SET) Plan plays a central role in this process. This plan acts as a roadmap, helping you to navigate through Years 11 and 12 with purpose and direction. SET Plans will be developed through two strategic face-to-face, 45 minute meetings with students, parents/carers and a trained staff member during Year 10:

Initial SET Plan Meetings (Week 2 Term 2)

- Select Provisional Year 11 Subjects
- Select Semester 2 Year 10 Subjects

SET Plan Review Meetings (Week 1 Term 4)

- Review Provisional Year 11 Subject Selections

This Senior Subject Guide provides key information to help inform your decisions. I encourage you to read it carefully and reach out for clarification or advice whenever you need it.

The senior years are a time of growth, opportunity and preparation. They build on the foundation of your earlier schooling and position you for success in a dynamic, ever-changing world. I look forward to seeing what you achieve as you take on this exciting chapter.

Warm regards

Dan Lindenmayer
Principal

How to use this guide

The Senior Subject Guide is a resource to help plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Centenary Heights State High School for students transitioning into Year 11 and 12. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. If you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on your QCE eligibility. If a university course you are interested in has a prerequisite subject you find too difficult at school, you should consider how you will be able to achieve what is required by that course at the university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways and job clusters I am interested in?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

More information about prerequisites can be accessed through the QTAC Year 10 Guide to Career Pathways and Tertiary Prerequisites which will be provided to students.

DO NOT choose your subjects for the following reasons:

1. “My friend is taking that subject.” There are usually several classes in a subject, so even if you are doing the same subjects, you won’t necessarily be in the same class.
2. “I do/don’t really like the teacher.” There is no guarantee that you will have any particular teacher.
3. “Someone told me that the subject is fun (or easy, or interesting).” It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. “Someone told me that the subject is boring.” See point 3.
5. “Someone told me that I do/don’t need that subject for the course I want to take at university,” or “I think this subject is better for my ATAR.” Check tertiary prerequisites or see a Guidance Officer.

Choose very carefully

The subjects that you undertake in Semester 2 Year 10 will prepare you for Year 11 and 12. At Centenary Heights State High School, ‘blocks’ of subjects (i.e., groups of subjects that are timetabled at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times throughout Year 11 (refer to page 11 for more details). Multiple subject changes in the senior phase of learning can also impact on both a student’s ATAR eligibility and QCE eligibility (see QCE requirements table).

An overview of Senior Schooling Education

Senior Education Profile

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

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

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

Senior Statement

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

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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. Specific detail on obtaining the QCE can be found on page 5.

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.

Categories of Subjects

At Centenary Heights, we offer 4 levels of QCAA senior subject syllabuses — Applied, General, General (Extension), and Short Course. Additionally, a suite of VET qualifications are available, with Centenary Heights SHS as the Registered Training Organisation (RTO Code: 30258)

Results in Applied and General subjects 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.

Applied and Applied (Essential) 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.

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 (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

VET qualifications

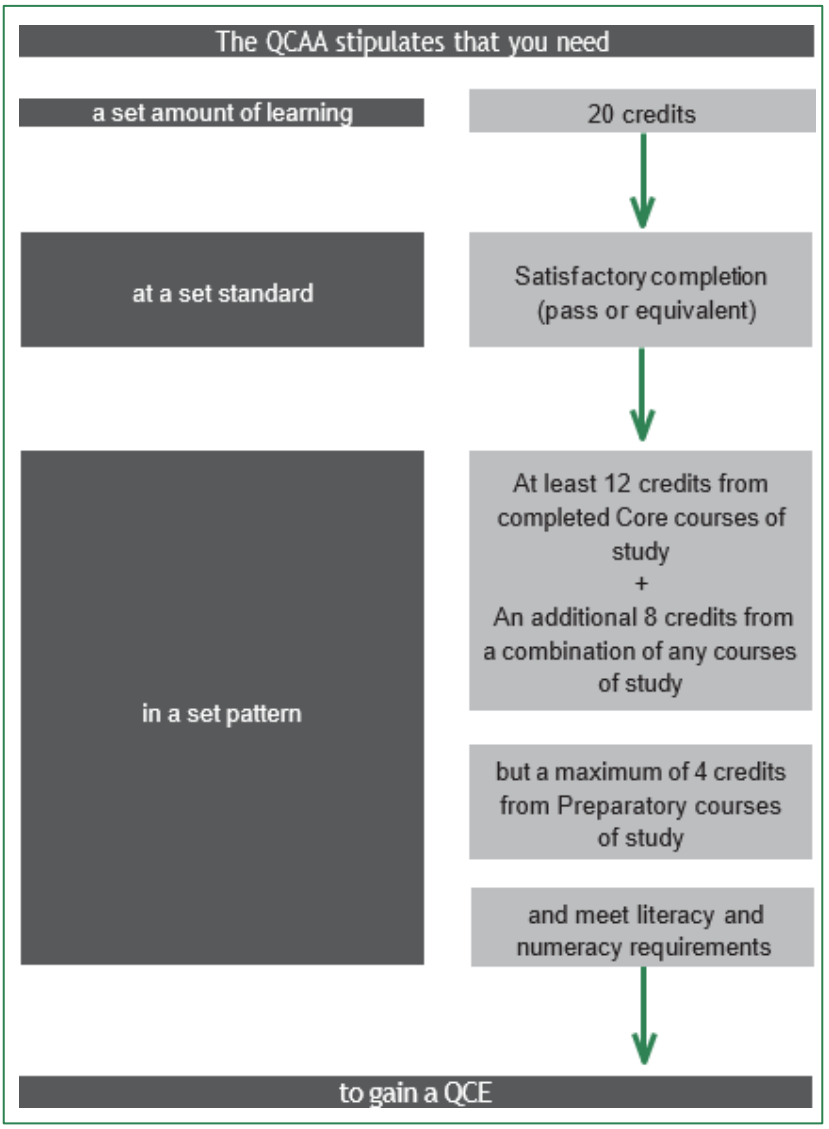
VET qualifications prepare students for work through practical learning.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

QCE eligibility

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



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

The following requirements must be met for a student to be eligible for a QCE:

Set amount	Set pattern
20 credits from contributing courses of study, including: • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • recognised studies.	12 credits from completed Core courses of study and 8 credits from any combination of: • Core • Preparatory (maximum of 4) • Complementary (maximum of 8).
Set standard	**Literacy & Numeracy**
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	Students must meet literacy and numeracy requirements through one of the available learning options.

To meet the literacy and numeracy requirement for the QCE, a student must satisfactorily complete at least one unit of both English and Mathematics.

Literacy	Numeracy
• English • Literature • Essential English • Short Course in Literacy	• General Mathematics • Mathematical Methods • Specialist Mathematics • Essential Mathematics • Short Course in Numeracy

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

QCE Summary

In summary, to be eligible for a QCE students **must** obtain all of the following:

- At least 20 QCE credits.
- At least 12 QCE credits, classified as completed core.
- A literacy tick.
- A numeracy tick.
- Certificate of completion for the Academic Integrity course.

At Centenary Heights, students are strongly encouraged to track their own progress toward obtaining a QCE, using our My QCE Tracking Template, which automatically prefills key details once subjects are selected from a drop-down menu. This is initially provided and explained to students during the SET Plan Interview process with students being provided both further explanation and also time to update their tracker at the end of each unit, during the Year 11 and 12 PCG program.

The two examples below show how QCE credits are earned along with the differences between a student being QCE eligible and not.

Student A – QCE Eligible. Subject selections have remained consistent and student has been successful on every occasion.

MY QCE TRACKER - Student A: QCE Eligible

Unit 1			Unit 2			Units 3 and 4			Completed Core
Inputs - school subject/SAT/TAFE Course etc.		Credits Received	Inputs - school subject/SAT/TAFE Course etc.		Credits Received	Inputs - school subject/SAT/TAFE Course etc.		Credits Received	
English Subject/s									
1	Essential English	1	1	Essential English	1	1	Essential English	2	4
2			2	0		2	0		0
3			3	0		3	0		0
Math Subject/s									
1	Essential Maths	1	1	Essential Maths	1	1	Essential Maths	2	4
2			2	0		2	0		0
3			3	0		3	0		0
Elective Subjects - General and Applied Subjects Only									
1	Social and Community Studies	1	1	Social and Community Studies	1	1	Social and Community Studies	2	4
2			2	0		2	0		0
3			3	0		3	0		0
4			4	0		4	0		0
5			5	0		5	0		0
6			6	0		6	0		0
VET Subjects e.g. Certificate II in _____									
1	Cert II Construction Pathways	0	1	Cert II Construction Pathways	0	1	Cert II Construction Pathways	4	4
2			2	0		2	0		
3	Cert II Sport and Rec	0	3	Cert II Sport and Rec	4				4
4			4	0					
						5	Cert II Sport Coaching	4	4
						6	Cert II Community Services	2	0
						7			
TAFE Course/s									
1	Cert II Plumbing	0	1	Cert II Plumbing	4	1			
School Based Apprenticeship or Traineeship									
1			1	*0*		1	Cert III Plumbing	0	0
Additional External Courses e.g. Headstart, AMEB									
1			1			1			
		3			11			16	24
	Have Sufficiency of Coverage requirements been met for this unit? If No, Credits will need to be manually adjusted.	Yes		Have Sufficiency of Coverage requirements been met for this unit? If No, Credits will need to be manually adjusted.	Yes		Have Sufficiency of Coverage requirements been met for these units? If No, Credits will need to be manually adjusted.	Yes	

Key QCE Requirements:	
Literacy Tick	Yes
Numeracy Tick	Yes
Academic Integrity Course Completion	Yes
Completed Core (12 points)	Yes

MY QCE Balance:	30
Credits Required to gain QCE	20

Notes - Dropped Cert II Community Services when Commeneced school-based apprenticeship in August. Partial credits obtained, no QCE Credits Received for apprenticeship.

Student B – QCE Ineligible. Student has not had success in multiple subjects, leading to a number of subject changes.

MY QCE TRACKER - Student B: QCE Ineligible

Unit 1			Unit 2			Units 3 and 4			Completed Core
Inputs - school subject/SAT/TAFE Course etc.		Credits Received	Inputs - school subject/SAT/TAFE Course etc.		Credits Received	Inputs - school subject/SAT/TAFE Course etc.		Credits Received	
English Subject/s									
1	General English	0							
			2	Essential English	1	2	Essential English	2	0
3			3	0		3	0		0
Math Subject/s									
1	General Maths	0	1	General Maths	0				
						2	Essential Maths	2	0
3			3	0		3	0		0
Elective Subjects - General and Applied Subjects Only									
1	Biology	1	1	Biology	1	1	Biology	2	4
2	Legal Studies	0							
3	Business	1	3	Business	1	3	Business	0	2
4	Psychology	0	4	Psychology	1	4	Psychology	2	3
			5	Social and Community Studies	1	5	Social and Community Studies	2	0
6			6	0		6	0		0
VET Subjects e.g. Certificate II in _____									
1			1	0		1	0		
2			2	0		2	0		
3			3	0	0				
4			4	0					
						5			
						6			
				TAFE Course/s					
1			1	0		1			
School Based Apprenticeship or Traineeship									
1			1	*0*		1	*0*	0	
Additional External Courses e.g. Headstart, AMEB									
1			1			1			
		2			5			10	9
	Have Sufficiency of Coverage requirements been met for this unit? If No, Credits will need to be manually adjusted.	Yes		Have Sufficiency of Coverage requirements been met for this unit? If No, Credits will need to be manually adjusted.	Yes		Have Sufficiency of Coverage requirements been met for these units? If No, Credits will need to be manually adjusted.	Yes	

Key QCE Requirements:	
Literacy Tick	Yes
Numeracy Tick	Yes
Academic Integrity Course Completion	Yes
Completed Core (12 points)	No

MY QCE Balance:	17
Credits Required to gain QCE	20

Subject changes end of U1 from General to Essential English and Legal to Social and Community Studies - No longer ATAR eligible. Further subject change end U2, General to Essential Maths to secure Numeracy Tick. Not QCE eligible due to lack of credits and completed core.

Australian Tertiary Admission Rank (ATAR)

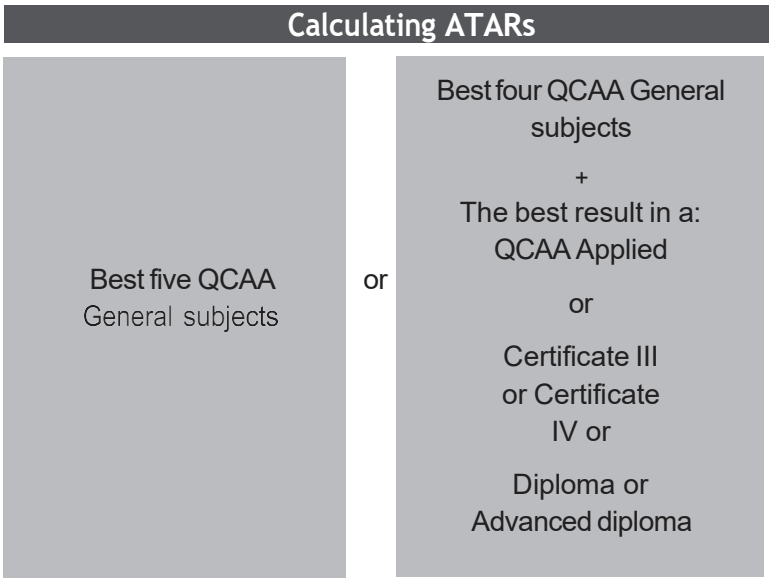
What is an ATAR?

- The ATAR is a fine-grained rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs. QTAC will calculate ATARs based on either:

- a student's best five General subject results, or
- a student's best results in a combination of four General subject results, plus one applied learning subject result or VET.



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 C or above in one of four school offered English subjects — English, Essential English, Literature 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. University prerequisite studies should be considered when choosing an English subject.

For more information about the ATAR, visit the QTAC website: https://www.qtac.edu.au

Applied and Applied (Essential) Syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term course of study describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

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 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.

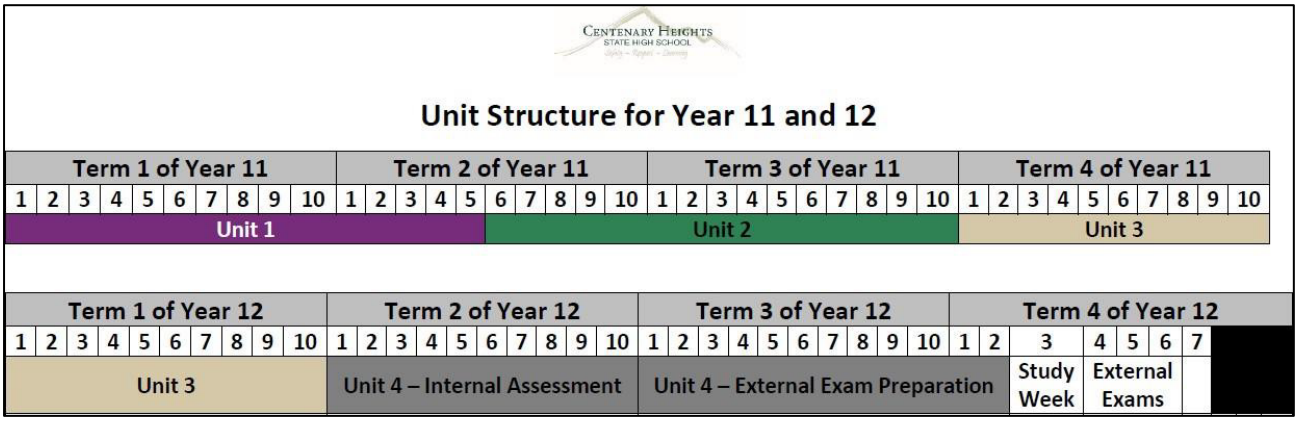
External assessment

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.

CHSHS Unit Structure Overview for General and Applied Subjects



Subject Change Timelines for Applied and General

Subject changes into General and Applied subjects are only possible within the first two weeks of Units 1, 2 and 3. This is to ensure that students are in a position to receive QCE Credit for each unit of work they complete and to minimise disruption for teachers and classes.

Changes into General Subjects post Unit 1, are at the discretion of the relevant Head of Department and may not be approved in instances where students have missed key foundational knowledge required for Units 2 and beyond.

As Units 3 and 4 are combined, no changes into General and Applied Subjects are possible following the first two weeks of Unit 3.

Subject changes can be negotiated and processed through either the Deputy Principal or Guidance Officer responsible for the year level or the Head of Senior Schooling.

General (Extension) Syllabuses

At Centenary Heights, Music Extension is offered to selected, high-performing music students in Year 12.

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Units 3 and 4 assessment

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General (Extension) 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%.

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Short Course Syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Vocational Education and Training (VET)

Vocational Education and Training (VET) is a type of education and training that focuses on developing practical skills and knowledge for specific occupations or industries. It's designed to help individuals become "job-ready" and prepare them for a range of careers.

Focus on Skills:
VET emphasises hands-on experience and practical skills that are directly applicable in the workplace.

Job-Specific:
VET courses are designed to meet the needs of specific industries and occupations, ensuring graduates have the skills employers are looking for.

Delivery Method:
All qualifications delivered by Centenary Heights SHS are built into the normal school timetable, as per traditional school subjects, and are delivered on-site. Trainers and assessors have to meet strict qualification requirements and maintain industry currency to ensure quality delivery.

Recognition and Accreditation:
VET qualifications are nationally recognised, meaning they are accepted across Australia. Students who successfully complete a qualification will be awarded a Certificate and Statement of Results. Partial completion of a qualification will result in a Statement of Attainment being provided.

Units of Competency:
A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations. Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification. If a student does not achieve competency in their first attempt at an assessment task, they must be given the opportunity to revisit the task.

Competency based assessment:
Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. This is different from some other assessment systems which only measure knowledge and not the application of that knowledge. Another difference is that an individual must demonstrate competency in all of the required tasks in order to be recognised as competent overall.

real skills for real careers

VET Qualifications Delivered by CHSHS

Year 11	Year 12
Cert II Sport and Rec	Cert II Sport Coaching
Cert II Rural Operations	Cert II Horticulture
Cert II Applied Digital Technologies	Cert II Workplace Skills
Cert II Workplace Skills	Cert II Applied Digital Technologies
	Cert II Community Services
Cert II Music	Cert II Music (A number of students move to Music Extension)
Cert II Sampling and Measurement (Projects 1 & 2)	Cert II Sampling and Measurement (Projects 3 & 4)
Cert II Hospitality	Cert II Hospitality (although Cert II Cookery is a future option)
Cert II Construction Pathways	
Cert II Furniture Making Pathways	

+ Cert I Basic Financial Literacy + Cert II Skills for Work

VET Qualifications Delivered by External RTOs

In addition to the VET Qualifications delivered by CHSHS, students have the opportunity to enroll in a plethora of VET Courses provided by external RTOs. The most common example of this, is students participating in the TAFE at School Program. Enrolment in a course with an external provider may attract significant fees; however, these fees may be Government Funded through the Career Ready Program.

TAFE at School

When students enroll in the TAFE at School program, they undertake a course delivered by TAFE and attend the TAFE campus one day per week. Specific details of the TAFE at School program can be found in the annual TAFE at School Guide, which is provided to all students in Years 10 and 11 when it is released each year (typically in July).

Studying Subjects via School of Distance Education (SDE)

Overview

Students at Centenary Heights State High School may choose to study General subjects through Distance Education (SDE) as part of their school-based enrolment. This option is only available to study subjects which are not on offer or available at CHSHS. This flexible learning option enables students to complete coursework outside the traditional classroom, often at their own pace, using online resources and communication tools.

Eligibility and Enrolment

Before enrolment in Distance Education subjects, students must meet specific criteria, including:

- Completion of diagnostic testing
- Consistent effort and positive behaviour across all subjects
- Demonstrated academic success in both the chosen subject and any relevant pre-requisite subjects

Students interested in specific subjects should speak with the relevant Head of Department for more detailed information.

Is Distance Education Right for You?

Distance Education is very different from face-to-face learning and is best suited to students who are motivated, organised, and independent learners. Consider the following key requirements before deciding if SDE is the right fit for you.

Key Requirements for Success

Independent Learning Skills
Students must be able to manage their own learning, complete tasks independently, and attend scheduled lessons—often starting as early as 8:00am.

Self-Motivation and Discipline
Success in SDE depends on your ability to stay motivated, follow a routine, and meet deadlines without constant reminders.

Time Management
You'll need to plan your weekly schedule to manage coursework and assessments effectively. Students are also responsible for catching up on work missed in regular classes due to scheduling overlaps.

Communication Skills
Being proactive in contacting teachers and support staff via email, phone, or online platforms is essential. Don't hesitate to ask for help when you need it.

Technology Access
Although online access is available at school, reliable internet at home is beneficial. Most SDE programs rely heavily on online delivery and assessments.

Additional Resources
Some subjects may require the purchase of extra materials.

Accountability
Students must take full responsibility for their learning—tracking progress, meeting deadlines, and seeking help when needed.

Support Available

Distance Education doesn't mean learning alone. Each subject is supported by a qualified teacher who provides regular feedback, guidance, and check-ins. Students also receive support through:

- Online learning platforms
- Discussion forums
- Regular monitoring and support from Heads of Department

Fees

Subject fees vary depending on the SDE provider and the subject selected.

Final Considerations Before Selecting Subjects

Subject Fees

The subjects listed in the table below attract an addition fee for materials and consumables utilised in the delivery of the course.

Subject	Annual Additional Fee
Biology	$20.00
Certificate II in Construction Pathways	$85.00
Certificate II in Creative Industries (Media)	$25.00
Certificate II in Dance	$25.00
Certificate II in Furniture Making Pathways	$150.00
Certificate II in Horticulture	$30.00
Certificate II in Hospitality	$90.00
Certificate II in Music	$50.00
Certificate II in Rural Operations	$20.00
Certificate II in Sampling and Measurement	$20.00
Certificate II in Sport and Recreation	$20.00
Certificate II in Workplace Skills	$20.00
Chemistry	$20.00
Engineering Skills	$110.00
Film, Television and New Media	$60.00
Formula Student – Certificate II in Engineering Pathways	$100.00
Industrial Graphics Skills	$25.00
Music	$40.00
Physics	$20.00
Psychology	$20.00
Visual Arts	$70.00
Visual Arts in Practice	$70.00

Please note that the above subjects may not be selected if there is a situation where school fees have not been paid in full or the pay-off agreement has not been honored. If you have any queries or need any further information please contact the Textbook Office on 4636 7576.

Prerequisites for Senior Subjects

When planning your senior pathway, it is important to be aware that Centenary Heights State High School applies prerequisites to both Semester 2 Year 10 and Year 11/12 subjects. Prerequisites are applied to ensure that students select courses in which they have the capability to be successful. All prerequisite requirements are detailed on the following pages.

Prerequisites for Semester 2 Year 10 and Year 11 Subjects

Subject	Semester 2 Year 10 Prerequisites	Year 11 Prerequisites (if subject is studied in Semester 2 Year 10)	Year 11 Prerequisites (if subject is not studied in Semester 2 Year 10)
	Based on Results at the end of Term 1 and Term 2 Year 10	**Based on results at the end of Term 3 Year 10 and Term 4 Year 10 for Semester 2 Subjects**	
General Subjects	*Note: English and Maths results do not include Foundation Classes*		
Accounting	Minimum C Maths and C English	Minimum C for Accounting	Minimum C General Maths and C General English/Literature/English as an Additional Language
Ancient History	Minimum C English and Minimum C Humanities	Minimum C for Ancient/Modern History	Minimum C for an alternative Social Science Subject and Minimum C General English/Literature/English as an additional language
Biology	Minimum C in Science (not including Ag Science), Maths and English	Minimum C for Biology and Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language/English as an Additional Language	Minimum C for a General Science subject and Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language
Business	Minimum C English	Minimum C for Business	Minimum C Year 10 General English/Literature/English as an Additional Language
Chemistry	Minimum C in Science (not including Ag Science), Maths and English	Minimum C for Chemistry and Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language	Minimum C for a General Science subject and Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language
Chinese	Recommended prior study in German/Chinese to year 10	Recommended prior study in Chinese to year 10	Recommended prior study in Chinese to year 10
Digital Solutions	Minimum C Maths and C English	Minimum C for Digital Solutions	Minimum C Year 10 General Maths or higher and Minimum C General English/Literature/English as an Additional Language.
Drama	Minimum C English	Minimum C for Drama	Minimum C for General English/Literature/English as an Additional Language, or Minimum B for Essential English.

Subject	Semester 2 Year 10 Prerequisites	Year 11 Prerequisites (if subject is studied in Semester 2 Year 10)	Year 11 Prerequisites (if subject is not studied in Semester 2 Year 10)
	Based on Results at the end of Semester 1 Year 10	**Based on results at the end of Term 3 Year 10 and Term 4 Year 10 for Semester 2 Subjects**	
General Subjects	*Note: English and Maths results do not include Foundation Classes*		
Engineering	Minimum C Maths and C English	Minimum C for Engineering and Minimum C General Maths or higher	Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language or Minimum C+ in Physics/Chemistry
English	Minimum C English	Minimum C General English	Minimum C Literature/English as an Additional Language
English as an Additional Language	Minimum C English	Minimum C English as an Additional Language	Minimum C General English/Literature
Film, Television and New Media	Minimum C English	Minimum C Film, TV and New Media	Minimum C General English/Literature/English as an Additional Language, or Minimum B for Essential English
Geography	Minimum C English and Minimum C Humanities	Minimum C for Geography (or alternative social science subject)	Minimum C General English/Literature/English as an Additional Language
Health	Minimum C English	Minimum C Health and Minimum C General English/Literature/English as an Additional Language	Minimum C General English/Literature/English as an Additional Language
Legal Studies	Minimum C English and Minimum C Humanities	Minimum C for Legal Studies	Minimum C for an alternative Social Science Subject and Minimum C General English/Literature/English as an additional language
Literature	Minimum C English	Minimum C Literature	Minimum C General English/English as an Additional Language
General Mathematics	Minimum C Maths	Minimum C General Maths	Minimum C- Mathematical Methods or Specialist Maths

Subject	Semester 2 Year 10 Prerequisites	Year 11 Prerequisites (if subject is studied in Semester 2 Year 10)	Year 11 Prerequisites (if subject is not studied in Semester 2 Year 10)
	Based on Results at the end of Semester 1 Year 10	**Based on results at the end of Term 3 Year 10 and Term 4 Year 10 for Semester 2 Subjects**	
General Subjects	*Note: English and Maths results do not include Foundation Classes*		
Mathematical Methods	Minimum B Maths	Minimum C- Maths Methods	Minimum C- Specialist Maths
Specialist Mathematics	Minimum B Maths (Must study in conjunction with 10 Maths Methods)	Minimum C- Specialist Maths	Minimum C- Maths Methods
Modern History	Minimum C English and Minimum C Humanities	Minimum C for Modern History	Minimum C for an alternative Social Science Subject and Minimum C General English/Literature/English as an additional language
Music	Minimum C English	Minimum C Music	Minimum C General English/Literature/English as an Additional Language or Minimum B for Essential English
Music Extension **In Year 12 only**			Minimum C for General English/Literature/English as an Additional Language, or Minimum B for Essential English. Completion of Units 1 & 2 in General Music. Must be completing Units 3 & 4 in General Music
Physical Education	Minimum C English	Minimum C in PE and Minimum C General English/Literature/English as an Additional Language	Minimum C General English/Literature/English as an Additional Language
Physics	Minimum C in Science (not including Ag Science), Maths and English	Minimum C for Physics and Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language	Minimum C for a General Science subject and Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language
Psychology	Minimum C in Science (not including Ag Science), Maths and English	Minimum C for Psychology and	Minimum C for a General Science subject and

Subject	Semester 2 Year 10 Prerequisites	Year 11 Prerequisites (if subject is studied in Semester 2 Year 10)	Year 11 Prerequisites (if subject is not studied in Semester 2 Year 10)
	Based on Results at the end of Semester 1 Year 10	**Based on results at the end of Term 3 Year 10 and Term 4 Year 10 for Semester 2 Subjects**	
General Subjects	*Note: English and Maths results do not include Foundation Classes*		
		Minimum C General Maths or higher and Minimum C General English/Literature/English as an Additional Language	Minimum + General Maths or higher and Minimum C General English/Literature/English as an Additional Language
Visual Art	Minimum C English	Minimum C Visual Arts or Minimum C English/Literature	Minimum C English/Literature
Applied Subjects			
Essential English		Minimum C in Essential English or higher	Minimum C in Essential English or higher
Essential Maths		Minimum C- in Essential Maths or higher	Minimum C- in Essential Maths or higher
Social and Community Studies	Minimum C in English Foundation or higher	Minimum C in Social and Community Studies	Minimum C in Essential English or higher

NOTE: For any queries regarding prerequisites and entry to a subject please see the relevant subject Head of Department.

QCAA Senior Syllabuses

English

Applied
- Essential English

General
- English
- English as an Additional Language
- Literature

Short Course
- Literacy

Health and Physical Education

General
- Health
- Physical Education

Languages

General
- Chinese

Mathematics

Applied
- Essential Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Short Course
- Numeracy

Technologies

Applied
- Engineering Skills
- Industrial Graphics Skills

General
- Digital Solutions
- Engineering

Humanities and Social Sciences

Applied
- Social & Community Studies

General
- Accounting
- Ancient History
- Business
- Legal Studies
- Modern History

Sciences

General
- Biology
- Chemistry
- Physics
- Psychology

The Arts

Applied
- Visual Arts in Practice

General
- Drama
- Film, Television & New Media
- Music
- Visual Art

General (Extension)
- Music Extension

Essential English
Applied senior subject

Applied

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

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

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

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

QCAA Senior Syllabus Contents Page

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

English
General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

English as an Additional Language
General senior subject

General

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin

- texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture • Understanding texts • Language and textual analysis • Responding to and creating texts	**Perspectives in texts** • Understanding texts • Language and textual analysis • Responding to and creating texts	**Issues, ideas and attitudes** • Understanding texts • Language and textual analysis • Responding to and creating texts	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary 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): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Persuasive response	25%	Summative external assessment (EA): • Examination — extended response	25%

Literature
General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

QCAA Senior Syllabus Contents Page

Structure

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

Assessment

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 — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Imaginative response	25%	Summative external assessment (EA): • Examination — extended response	25%

Literacy
Short Course

Short Course

Literacy is embedded across the school curriculum and is developed through all phases of learning. The Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes. Literacy is integral to learning across all areas of the curriculum and in all aspects of life

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in

- comprehend ideas and information in familiar and unfamiliar texts
- communicate ideas and information

Pathways

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

Structure

Topic 1	Topic 2
Personal identity • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information.	**Workplace contexts** • Comprehend ideas and information in familiar and unfamiliar texts. • Communicate ideas and information.

Assessment

Schools develop *two* assessment instruments to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity	Topic 2: Workplace contexts
• Internal assessment option A: Written response • Internal assessment option B: Spoken or multimodal response • Internal assessment option C: Reading comprehension examination	

Health
General senior subject

General

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

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

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

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

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

QCAA Senior Syllabus Contents Page

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Body image (elective)	**Community as a resource for healthy living** • Homelessness (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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education
General senior subject

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

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

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

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.

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Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

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

Social & Community Studies

Applied senior subject

Applied

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

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Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. Depending on numbers, this subject may run as a composite class. In 2026 there was a Year 11 class, a Year 12 class and a Year 11/12 composite class. Students are still taught the same subject matter and meet the same syllabus objectives across the two years of study, but units will be completed in a different order.

The units covered from the Social and Community Studies syllabus are as follows:

Unit option	Unit title
Unit option A (Year 11)	Lifestyle and financial choices
Unit option F (Year 11)	Arts and identity
Unit option D (Year 12)	Legal and digital citizenship
Unit option C (Year 12)	Relationships and work environments

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Accounting
General senior subject

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

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

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

Pathways

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

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

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Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

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 2 (IA2): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History
General senior subject

General

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

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Structure

Ancient History will be offered as alternative sequence. This means that the students will be taught the same subject matter and meet the same syllabus objects across the two years of study but the units will be completed in a different order.

For the 2027-2028 cohort, students will study Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12.

The units covered in the Ancient History syllabus are as follows:

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** CHSHS completes the following two historical periods to study in this unit: • Fifth Century Athens (BCE) • Pompeii and Herculaneum	**People, power and authority** CHSHS completes the following historical period to study in this unit: • Ancient Rome — Civil War and the breakdown of the Republic Schools select one of the personality options that has been nominated by the QCAA for the external assessment.

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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

Business
General senior subject

General

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

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

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

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

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

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

Pathways

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

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Objectives

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

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

Structure

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

Assessment

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): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies
General senior subject

General

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

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

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

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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

Pathways

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

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this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

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

Structure

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

Assessment

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 — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History
General senior subject

General

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

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

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

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Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World CHSHS will select the following two topics to study in this unit: • French Revolution, 1789–1799 (Estates General meets – New Consulate established) **OR** Meiji Restoration, 1868-1912 (Meiji Government established – Emperor Meiji dies) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	**Movements in the Modern World** CHSHS will select the two following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)	**National experiences in the Modern World** CHSHS will select the two following topics to study in this unit: • Germany since 1914 (World War I begins) • Israel since 1917 (announcement of the Balfour Declaration) **OR** United States of America, 1917-1945 (entry into World War I – World War II ends)	**International experiences in the Modern World** CHSHS completes the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) **OR** Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place) Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1.

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

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Chinese
General senior subject

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

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

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

A course of study in Chinese 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

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value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers • Peers • Education	探索世界 **Exploring our world** • Travel and exploration • Social customs • Chinese influences around the world	社会现象；文化和特性 **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	我的现在和未来 **My present; my future** • The present • Future choices

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	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Essential Mathematics
Applied senior subject

Applied

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

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

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

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

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

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real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

General Mathematics
General senior subject

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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

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when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

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Mathematical Methods
General senior subject

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

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

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

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

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Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • 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): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

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Specialist Mathematics
General senior subject

General

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

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

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

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education

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and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

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

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

Structure

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

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

Assessment

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% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

Numeracy
Short Course

Short Course

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

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

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Topic 1	Topic 2
Personal identity and community • Identify and interpret mathematical information in the context of personal identity and community. • Use and apply mathematical knowledge in the context of personal identity and community. • Communicate and represent mathematical knowledge in the context of personal identity and community.	**Workplace and employment** • Identify and interpret mathematical information in the context of workplace and employment. • Use and apply mathematical knowledge in the context of workplace and employment. • Communicate and represent mathematical knowledge in the context of workplace and employment.

Assessment

Schools develop *two* assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
One of the following assessments: • Internal assessment option A: Project — Personal identity and community • Internal assessment option B: Examination — Personal identity and community	One of the following assessments: • Internal assessment option C: Project — Workplace and employment • Internal assessment option D: Examination — Workplace and employment

Biology
General senior subject

General

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Chemistry
General senior subject

General

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

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment

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

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

Summative assessments

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

Physics
General senior subject

General

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

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment

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

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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Psychology
General senior subject

General

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

Psychology aims to develop students':

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment

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

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• Examination — combination response</td></tr>
</table>

Engineering Skills
Applied senior subject

Applied

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

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

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

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

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

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Structure

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

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

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Industrial Graphics Skills
Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

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Structure

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Digital Solutions
General senior subject

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

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

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

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

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

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- 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
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

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Engineering
General senior subject

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- 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
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Visual Arts in Practice
Applied senior subject

Applied

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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Drama
General senior subject

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

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

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

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

Pathways

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

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Objectives

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

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

Structure

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

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Film, Television & New Media
General senior subject

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

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

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music
General senior subject

General

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing.

Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts

- evaluate music
- realise music ideas
- resolve music ideas.

Structure

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

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music Extension

General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

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Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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).

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

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

Summative assessments — Musicology specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

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

Visual Art
General senior subject

General

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

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

Pathways

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

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

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

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Structure

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

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

CHSHS Vocational Education and Training (VET) Offerings

Delivered on-site at CHSHS

VET

- Certificate I in Basic Financial Literacy
- Certificate II in Applied Digital Technologies
- Certificate II in Community Services
- Certificate II in Construction Pathways
- Certificate II in Creative Industries
- Certificate II in Dance
- Certificate II in Financial Services
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate II in Music
- Certificate II in Sampling and Measurement
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Sport and Recreation
- Certificate II in Sport Coaching
- Certificate II in Workplace Skills

VET Qualifications Delivered by CHSHS

VET at CHSHS in 2027

Year 11	Year 12
Cert II Sport and Rec	Cert II Sport Coaching
Cert II Horticulture	Cert II Horticulture
Cert II Applied Digital Technologies	Cert II Workplace Skills
Cert II Workplace Skills	Cert II Applied Digital Technologies
	Cert II Community Services
Cert II Music	Cert II Music
Cert II Creative Industries	Cert II Creative Industries
Cert II Sampling and Measurement	Cert II Sampling and Measurement
Cert II Hospitality	Cert II Hospitality
Cert II Construction Pathways	
Cert II Dance	Cert II Dance
Cert II Financial Services	Cert II Financial Services

+ Cert I Basic Financial Literacy + Cert II Skills for Work

The delivery of VET options at Centenary Heights SHS is very flexible. As per the table above, qualifications may be delivered in Year 11 only, Year 12 only or across Year 11 and 12.

Qualifications which are delivered in Year 11 only, automatically transition to a complimentary qualification the following year, for example Cert II Sport and Rec transitions into Cert II Sport Coaching.

However, if students would prefer to complete an alternative qualification, for example complete Cert II Hospitality instead of Cert II Sport Coaching, a subject change process is in place for students in term 4 year 11, to negotiate subject changes ready for the commencement of year 12. While these changes are subject to timetable constraints, a large number of such changes are accommodated each year.

FNS10120

Certificate I in Basic Financial Literacy

Run in Combination with Short Course Numeracy in Year 11 and 12, as either a 6-month or 12-month course.

VET

Qualification Description

This qualification is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy. The qualification provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. It may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations. It does not have an industry employment outcome.

Licensing, legislative, regulatory or certification considerations

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

Packaging Rules

6 units must be completed

- 6 core units

Units of Competency

Unit Code and Title	Unit type
FNSFLT211 – Develop and use personal budgets	Core Unit
FNSFLT212 – Develop and use savings plans	Core Unit
FNSFLT213 – Develop knowledge of debt and consumer credit	Core Unit
FNSFLT214 – Develop knowledge of superannuation	Core Unit
FNSFLT215 – Develop knowledge of the Australian financial system and markets	Core Unit
FNSFLT216 – Develop knowledge of taxation	Core Unit

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4	Project 5	Project 6
Develop and Use Personal Budgets	**Develop and Use Savings Plans**	**Develop Knowledge of Debt and Consumer Credit**	**Develop Knowledge of Superannuation**	**Develop knowledge of the Australian financial system and markets**	**Develop knowledge of taxation**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

ICT20120

Certificate II in Applied Digital Technologies

VET

12-month course offered in Year 11 and 12, running on a rotation with Certificate II in Workplace Skills.

Qualification Description

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

Licensing, legislative, regulatory or certification considerations

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

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units

Units of Competency

Unit Code and Title	Unit type
BSBTEC202 – Use digital technologies to communicate in a work environment	Core Unit
BSBWHS211 – Contribute to the health and safety of self and others	Core Unit
ICTICT214 – Operate application software packages	Core Unit
ICTICT213 – Use computer operating systems and hardware	Core Unit
BSBSUS211 – Participate in sustainable work practices	Core Unit
ICTICT215 – Operate digital media technology packages	Core Unit
CUADIG303 – Produce and prepare photo images	Listed Elective
CUADIG212 – Develop digital imaging skills	Listed Elective
CUAPOS211 – Perform basic vision and sound editing	Listed Elective
ICTICT223 – Install software applications	Listed Elective
ICTSAS216 – Maintain ICT equipment and replace consumables	Listed Elective
ICTSAS218 – Obtain and connect hardware peripherals	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2
Capture, Enhance and Sell	**Gaming Competition**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

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Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

CHC22015

Certificate II in Community Services

Offered in Year 12 only, as a new subject option.

VET

Qualification Description

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

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

Packaging Rules

9 units must be completed

- 5 core units
- 4 elective units

Units of Competency

Unit Code and Title	Unit type
CHCCOM001 – Provide first point of contact	Core Unit
CHCCOM005 – Communicate and work in health or community services	Core Unit
CHCDIV001 - Work with diverse people	Core Unit
HLTWHS001 – Participate in workplace health and safety	Core Unit
BSBWOR202 – Organise and complete daily work activities	Core Unit
HLTAID010 – Provide basic emergency life support	Listed Elective
CHCVOL001 – Be an effective volunteer	Listed Elective
FSKOCM07 – Interact effectively with others at work	Listed Elective
FSKDIG03 – Use digital technology for routine workplace tasks	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4
Community Services Induction	**Community Services Case Management Plan**	**Community Volunteer Placement**	**Emergency Life Support**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer. **This qualification requires students to complete a mandatory 20-hour volunteering placement.**

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

CPC20220

Certificate II in Construction Pathways

2-year course running across Year 11 and 12.

VET

Qualification Description

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

Packaging Rules

10 units must be completed

- 5 core units
- 5 elective units

Units of Competency

Unit Code and Title	Unit type
CPCCWHS2001- Apply WHS requirements, policies and procedures in the construction industry	Core Unit
CPCCVE1011- Undertake a basic construction project	Core Unit
CPCCOM1013- Plan and organise work	Core Unit
CPCCOM1015- Carry out measurements and calculations	Core Unit
CPCCOM1012- Work effectively and sustainably in the construction industry	Core Unit
CPCWHS1001 - Prepare to work safely in the construction industry	Imported Elective CPC
CPCCCM1011- Undertake basic estimation and costing	Listed Elective
CPCCCA2002- Use carpentry tools and equipment	Listed Elective
CPCCCO2013 Carry out concreting to simple forms	Listed Elective
CPCCCM2004 Handle construction materials	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3
Workplace Health and Safety	**Introduction to Construction**	**Construction Projects**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

CUA20220

Certificate II in Creative Industries

12-month course offered in Year 11 and 12.

VET

Qualification Description

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined.

The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant.

Packaging Rules

10 units must be completed

- 3 core units
- 7 elective units

Units of Competency

Unit Code and Title	Unit type
SBTWK201 - Work effectively with others	Core Unit
CUAWHS312 - Apply work health and safety practices	Core Unit
CUAIND211 - Develop and apply creative arts and industry knowledge	Core Unit
CUAACD201 - Develop drawing skills to communicate ideas	Listed Elective
CUACAM211 - Assist with basic camera shoots	Listed Elective
CUAPOS211 - Perform basic vision and sound editing	Listed Elective
CUARES201 - Collect and organise content for broadcast	Listed Elective
CUASOU212 - Perform basic sound editing	Listed Elective
ICTWEB201 - Use social media tools for collaboration and engagement	Listed Elective
CUADES201 - Follow a design process	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4
Advertising Campaign	**Podcasts and social media**	**Reality TV**	**Careers in Media Arts**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

CUA20120

Certificate II in Dance

12-month course offered in Year 11 and 12.

VET

Qualification Description

This qualification reflects the role of individuals developing basic technical skills and knowledge to prepare for work in the live performance industry.

The job roles that relate to this qualification may include trainee Indigenous dancer, trainee contemporary dancer or trainee musical theatre dancer.

Licensing, legislative, regulatory or certification considerations

Qualification

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

Units of competency in qualification

Some individual units of competency may have their own licensing, legislative, regulatory or certification requirements. Users must check individual units of competency for licensing, legislative, regulatory or certification requirements relevant to that unit.

Packaging Rules

10 units must be completed

- 6 core units
- 4 elective units

Units of Competency

Unit Code and Title	Unit type
CUADAN211 – Develop basic dance techniques	Core Unit
CUADAN212 – Incorporate artistic expression into basic dance performances	Core Unit
CUAIND211 - Develop and apply creative arts and industry knowledge	Core Unit
CUAPRF211 – Prepare for live performances	Core Unit
CUAWHS111 – Follow safe dance practices	Core Unit
CUAWHS211 – Develop a basic level of physical fitness for dance performance	Core Unit
CUADAN210 – Perform basic dance partnering techniques	Listed Elective
CUADAN218 – Perform basic street dance techniques	Listed Elective
CUADAN215 – Perform basic contemporary dance techniques	Listed Elective
CUACHR311 – Develop basic dance composition skills	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4
Intro to Dance	**Street Dance**	**Community Dance**	**Live Performance**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

FNS20120

Certificate II in Financial Services

12 month course offered in Year 11 and 12.

VET

Qualification Description

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry.

Packaging Rules

Total number of units = 8
4 core units plus
4 elective units, of which:

- at least 2 must be from the elective units listed below
- up to 2 may be from this qualification or any other currently endorsed Certificate II or above training package qualification or accredited course.

Units of Competency

Students are able to do more elective units than required in the packing rules, in order to maximise their financial knowledge.

Unit Code and Title	Unit type
BSBCMM211 – Apply communication skills	Core Unit
BSBTEC201 – Use business software applications	Core Unit
BSBWHS211 – Contribute to the health and safety of self and others	Core Unit
FNSINC311 – Work together in the financial services industry	Core Unit
FNSFLT211 – Develop and use personal budgets	Listed Elective
FNSFLT212 – Develop and use savings plans	Listed Elective
FNSFLT213 – Develop knowledge of debt and consumer credit	Listed Elective
FNSFLT214 – Develop knowledge of superannuation	Listed Elective
FNSFLT215 – Develop knowledge of the Australian financial system and markets	Listed Elective
FNSFLT216 – Develop knowledge of taxation	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Project 7
Develop and Use Personal Budgets	Develop and Use Savings Plans	Develop Knowledge of Debt and Consumer Credit	Develop knowledge of Superannuation	Develop Knowledge of the Australian Financial System and Markets	Develop Knowledge of Taxation	Working in Financial Services

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

AHC20422

Certificate II in Horticulture

12-month course offered in Year 11 and 12.

VET

Qualification Description

This qualification describes the skills and knowledge for a range of entry level horticulture job roles.

Individuals with this qualification carry out routine tasks under supervision where the work is predictable and structured with limited judgement requirements.

The qualification is suited to VET programs delivered to secondary school students or learners with no previous connection to the horticulture industry or relevant employment history.

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

Packaging Rules

15 units must be completed:

- 8 core units
- 7 elective units

Units of Competency

Unit Code and Title	Unit type
AHCMOM203 – Operate basic machinery and equipment	Core Unit
AHCPCM204 – Recognise plants	Core Unit
AHCPGD207 – Plant trees and shrubs	Core Unit
AHCPMG201 – Treat weeds	Core Unit
AHCPMG202 – Treat plant pests, diseases and disorders	Core Unit
AHCSOL203 - Assist with soil or growing media sampling and testing	Core Unit
AHCWHS202 – Participate in health and safety processes	Core Unit
AHCWRK211 - Participate in environmentally sustainable work practices	Core Unit
AHCNSY205 – Pot up plants	Listed Elective
AHCNSY206 – Care for nursery plants	Listed Elective
AHCNSY207 – Undertake propagation activities	Listed Elective
AHCNSY208 – Maintain indoor plants	Listed Elective
AHCPGD102 – Support gardening work	Listed Elective
AHCPGD208 – Prepare and maintain plant displays	Listed Elective
AHCPER222 – Use and maintain basic hand tools and equipment for garden and farm	Listed Elective
AHCLSC206 – Assist with landscape construction work	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2
Horticultural Plant Production	**Indoor and ornamental plants**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

SIT20322

Certificate II in Hospitality

12-month course offered in Year 11 and 12.

VET

Qualification Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operation skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

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

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units

Units of Competency

Unit Code and Title	Unit type
BSBTWK201 – Work effectively with others	Core Unit
SITHIND006 – Source and use information on the hospitality industry.	Core Unit
SITHIND007 – Use hospitality skills effectively	Core Unit
SITXCCS011 – Interact with customers	Core Unit
SITXCOM007 – Show social and cultural sensitivity	Core Unit
SITXWHS005 – Participate in safe work practices	Core Unit
SITXFSA005 – Use hygienic practices for food safety	Group A
SITHKOP009 – Clean kitchen premises and equipment	Group B
SITHCCC024 – Prepare and present simple dishes	Group B
SITHFAB021- Provide responsible service of alcohol (Delivered by a 3rd Party)	Group B
TLIE0009 – Carry out basic workplace calculations	Group B
SITHCCC025 – Prepare and present sandwiches	Group B

Qualification Overview

Project 1	Project 2	Project 3	Project 4
Introduction to the Hospitality	**Customer Service**	**Prepare and present simple dishes**	**RSA**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer. **This qualification requires students to complete 12-service periods, which will require a commitment to attend events outside of class time. RSA will be delivered by a 3rd party, during school time.**

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CUA20620

Certificate II in Music

12 month course offered in Year 11 and 12.

VET

Qualification Description

This qualification reflects the role of individuals who perform a range of routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. They may work in environments that require foundational skills in music performance, music making or composition, sound production, or music business.

The job roles that relate to this qualification may include studio assistant, music retail assistant, entry level performer, entry level producer, stagehand and road crew.

Licensing, legislative, regulatory or certification considerations

Qualification

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

Units of competency in qualification

Some individual units of competency may have their own licensing, legislative, regulatory or certification requirements. Users must check individual units of competency for licensing, legislative, regulatory or certification requirements relevant to that unit.

Packaging Rules

8 units must be completed:

- 3 core units
- 5 elective units

Units of Competency

Unit Code and Title	Unit type
BSBWHS211 - Contribute to health and safety of self and others	Core Unit
BSBTWK201 - Work effectively with others	Core Unit
CUAIND211 - Develop and apply creative arts industry knowledge	Core Unit
CUAMLT211 - Develop and apply musical ideas and listening skills	Listed Elective
CUASOU213 - Assist with sound recording	Listed Elective
CUAMPF211 - Play or sing simple musical pieces	Listed Elective
CUAMPF111 - Develop skills to play or sing music	Listed Elective
CUASTA212 - Assist with bump in and bump out of shows	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3
Instruments and Music	**Song writing and Analysis**	**Performance and Recording**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

MSL20122

Certificate II in Sampling and Measurement

12-month course offered in Year 11 and 12.

VET

Qualification Description

This qualification reflects the role of workers who perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Job roles include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers and sample couriers.

Samplers and testers conduct limited sampling and testing as part of their duties in a particular industry. They use a restricted range of skills and operational knowledge to perform tasks and do not generally work inside a laboratory. They:

- follow set procedures to sample raw materials and products
- may package, label, store and transport samples
- use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits
- may make visual inspection of products and packaging.

In some industry sectors (for example, mineral assay) this work forms a whole job role.

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

Packaging Rules

8 units must be completed:

- 3 core units
- 5 elective units

Units of Competency

Unit Code and Title	Unit type
MSMENV272 – Participate in Environmentally Sustainable Work Practices	Group B
MSL912002 – Work within a laboratory or field workplace	Core Unit
MSL922002 – Record and present data	Core Unit
MSL943004 – Participate in laboratory or field workplace safety	Core Unit
MSL952003 – Collect routine site samples	Group A
MSL972002 –Take routine site measurements	Group A
MSL913004 – Plan and conduct laboratory/field work	Group B
MSL973025 – Perform basic tests	Group B

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4
Forensics	**Food Science**	**Customer Service**	**Environmental Science**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

FSK20119

Certificate II in Skills for Work and Vocational Pathways

Delivered in combination with Short Course Literacy in Year 11 and 12, as either a 6-month or 12-month course.

VET

Qualification Description

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

It is suitable for individuals who require:

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

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

Licensing/Regulatory Information

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

Packaging Rules

14 units must be completed:

- 1 core elective
- 13 elective units

Units of Competency

Unit Code and Title	Unit type
FSKLRG011 – Use routine strategies for work-related learning	Core Unit
FSKLRG009 – Use strategies to respond to workplace problems	Group B
FSKOCM006 – Use oral communications skills to participate in workplace teams	Group B
FSKOCM007 – Interact effectively with others at work	Group B
FSKRDG010 – Read and respond to routine workplace information	Group B
FSKWTG008 – Complete routine workplace formatted texts	Group B
FSKWTG009 – Write routine workplace texts	Group B
ICTICT216 – Design and create basic organisational documents	Non-listed Elective
FSKNUM014 – Calculate with whole numbers and familiar fractions, decimals and percentages for work.	Group A
FSKNUM015 – Estimate, measure and calculate with routine metric measurements for work	Group A
FSKNUM018 – Collect data and construct routine tables and graphs for work	Group A
FSKNUM023 – Estimate, measure and calculate measurements for work	Group A
FNSACC323 – Perform financial calculations	Non-listed Elective
FBPWHS2002 – Identify and control risks in own work	Non-listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2
Literacy Skills in the Workplace	**Numeracy Skills in the Workplace**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

Information is correct at the time of publication but subject to change.

Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

SIS20122

Certificate II in Sport and Recreation

A 12-month course, offered in Year 11 only.
Transitions into Certificate II in Sport Coaching in Year 12.

VET

Qualification Description

This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of fundamental customer contact and maintenance duties. They work under direct supervision to complete mainly routine tasks.

This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Packaging Rules

7 units must be completed:

- 3 core units
- 4 elective units

Units of Competency

Unit Code and Title	Unit type
HLTWHS001 – Participate in workplace health and safety	Core Unit
SISOFLD001 – Assist in conducting recreation activities	Core Unit
SISXCCS004 – Provide quality service	Core Unit
SISXEMR003 – Respond to emergency situations	Core Unit
SISXIND011 – Maintaining sport and recreation knowledge	Core Unit
SISXFAC006 – Maintain activity equipment	Core Unit
HLTAID011- First Aid	Listed Elective
CHCGRP002 – Plan and conduct group activities	Imported Elective
SISXPLD004 – Facilitate groups	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2	Project 3	Project 4
Workplace and Industry Orientation	**Coaching, Instructing and Co-ordinating Recreational Activities**	**Facilitating groups to provide quality service & hire equipment for activities**	**First Aid and Emergency Situations**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

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Centenary Heights State High School
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NATIONALLY RECOGNISED TRAINING

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SIS20321

Certificate II in Sport Coaching

12-month course offered in Year 12 only.
Follows on from Certificate II in Sport and Recreation.

VET

Qualification Description

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification pathway to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Possible job role titles depend on the specific sport may include assistant coach.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Packaging Rules

7 units must be completed

- 3 core units
- 4 elective units

Units of Competency

Unit Code and Title	Unit type
SIRXWHS001 – Work safely	Core Unit
SISSSCO002 – Work in a community coaching role	Core Unit
HLTAID011 – Provide first aid	Core Unit
SISSSCO001 – Conduct sport coaching sessions with foundation level participants	Listed Elective
SISSBSB001 – Conduct basketball coaching sessions with foundation level participants	Listed Elective
SISSSOF003 – Officiate sport competitions	Listed Elective
SISXPLD006 – Identify hazards, assess and control risks for sport, fitness and recreation activities	Listed Elective
SISXEMR003 – Respond to emergency situations	Listed Elective

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Qualification Overview

Project 1	Project 2	Project 3
Basketball	**Sport Smorgasbord**	**Provide First Aid**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer. **This qualification requires students to work in a community coaching role for a minimum of 10 hours. This may require a commitment to attend sporting events outside of class time.**

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

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Centenary Heights State High School
RTO Provider Code - 30258

NATIONALLY RECOGNISED TRAINING

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BSB20120

Certificate II in Workplace Skills

12-month course offered in Year 11 and 12,
running on a rotation with Certificate II in Applied Digital Technologies.

VET

Qualification Description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Licensing/Regulatory Information

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

Packaging Rules

10 units must be completed

- 5 core units
- 5 elective units

Units of Competency

Unit Code and Title	Unit type
BSBCMM211 Apply communication skills	Core Unit
BSBOPS201 Work effectively in business environments	Core Unit
BSBPEF202 Plan and apply time management	Core Unit
BSBSUS211 Participate in sustainable work practices	Core Unit
BSBWHS211 Contribute to the health and safety of self and others	Core Unit
BSBPEF201 Support personal wellbeing in the workplace	Listed Elective
BSBTWK201 Work effectively with others	Listed Elective
BSBTEC101 Operate digital devices	Listed Elective
BSBTEC201 Use business software applications	Listed Elective
BSBTEC202 Use digital technologies to communicate in a work environment	Listed Elective

CHSHS VET Offerings Contents Page

Qualification Overview

Project 1	Project 2
Safety and Sustainability	**$20 Boss**

Assessment

For each project, students will produce a Folio of Work and respond to questioning while being observed by their trainer.

Service Agreement

Students successfully achieving all qualification requirements will be provided the Qualification and a Record of Results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced, may have difficulty in gaining the full qualification in the remaining time.

The RTO guarantees that the student will be provided with every opportunity to complete the certificate. However, in the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program, students will be issued with a Statement of Attainment for any successfully completed units of competency and any fees paid toward the program will be refunded on a pro rata basis.

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Centenary Heights State High School
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NATIONALLY RECOGNISED TRAINING

CHSHS VET Offerings Contents Page

PER ARDUA AD ALTA

"Through hard work to the top"

SAFETY | RESPECT | LEARNING

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