



MT ST MICHAEL'S COLLEGE

UNDER THE STEWARDSHIP OF
MARY AIKENHEAD MINISTRIES



2027 SUBJECT GUIDE YEARS 11 & 12

V5.0 2026-5



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**SUBJECT GUIDE
2027**

YEARS 11 AND 12

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Introduction

Our Mission

At Mt St Michael's College, we strive to ensure that our mission and vision is lived out in our day-to-day life. Our faith and values are reflected in our community and in our relationships.

Mt St Michael's College aims to provide an excellent education for young women in the Catholic tradition administered through Mary Aikenhead Ministries. Students educated at Mt St Michael's College will be nurtured in the tradition of the Sisters of Charity to be principled young women with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus.

From the Principal

Year 10 is an exciting time of transition, exploration, growth and decision making as they deepen their knowledge, refine their skills and consider their future career pathways.

In the McCrindle Report “The Future of Education 2021 – Insights into today’s students and their future expectations” it states:

“In the last decade the workplace has undergone significant changes, maybe one more so than the last 12 months where we have seen the greatest transformation of the world of work in the shift to working from home. The workforce today is increasingly digital and mobile, requiring career pathways which are adaptable and fluid. With an average of two years and nine months, it is projected that today’s students will have 18 jobs across six careers in their lifetime”. (McCrindle 2021:18)

This Senior Schooling Subject Guide is designed to provide students and parents/carers with an overview of the senior curriculum, and to assist students with making informed decisions about subject choices. Our diverse curriculum provides students with a range of options that are responsive to individual student needs, pathways and community expectations.

This resource should be used by students in Year 10 to learn about the Queensland Certificate of Education (QCE) and to choose a program of study for Years 11 and 12. Options to consider include:

- Queensland Curriculum & Assessment Authority (QCAA) General Senior Subjects
- QCAA Applied Senior Subjects
- Vocational Education and Training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school (UQ Enhanced Studies Program and Start QUT)

As students select subjects, they should take the time to reflect on their passions, strengths and aspirations. Students should also pay special attention to the tertiary education prerequisites. In deciding which electives to study, it is important to consider the QCAA senior syllabus subject summaries and the College guidelines for subject selections.

MSM is committed to supporting students in making informed choices. We offer wonderful support to assist students in making their subject selections for Years 11 and 12. The College organises a Subject Selection Information Session where students and parents/caregivers can attend presentations on specific subjects. Each Year 10 student and their parents/caregivers participate in a Senior Education and Training (SET) Plan interview during Term 3 with a senior schooling staff member to review subject choices and receive advice on career pathways.

Our students entering the senior school are expected to approach all aspects of College life with maturity and work in a collaborative and respectful manner with our staff. I am confident that our students will flourish and develop a commitment to life-long learning in a supportive, safe and inclusive learning environment. May their choices be guided by courage, curiosity and a desire to learn and serve.

I wish every student success with this phase of their learning journey at MSM.

In faith and love

Sharon Volp
Principal

Senior Education Profile

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

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

For more information about the SEP see:

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

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.

Statement of Results

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

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subject syllabus types

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

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

All senior syllabuses are underpinned by:

- literacy – the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy – the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
- 21st century skills – the set of skills students need for success in life and work in the 21st century: critical thinking; creative thinking; communication; collaboration and teamwork; personal and social skills; ICT skills.

General

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

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

Units 3 and 4 consolidate student learning and are planned to be studied toward the end of Term 4 in Year 11 and throughout Year 12.

Extension - Course Overview

Extension subjects build on the related General subjects and are taken either concurrently with, or following, Units 3 and 4 of the General courses.

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.

General - Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments 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 and contribute to the award of a QCE. Schools report satisfactory completion of Units 1 and 2 to QCAA.

It is important to note that, whilst assessment results for Units 1 and 2 do not contribute to ATAR calculations, most universities require a satisfactory standard of achievement across all 4 units of English.

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. These three summative internal assessments are endorsed by the QCAA and students results in these assessments are externally confirmed by QCAA assessors. 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).

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

General - 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.

General - 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 given preference over the summative internal assessment.

Applied

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Applied - Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning.

A course of study in the Applied syllabuses includes core topics and elective areas for study.

Applied - Assessment

Assessments for Units 1 and 2 should give students opportunities to become familiar with the summative internal assessment techniques used in Units 3 and 4. The results for Units 3 and 4 determine a student's exit result, form part of the award of a QCE and may contribute as a single input to ATAR calculations.

Applied syllabuses do not use external assessment.

Applied - Instrument-specific standards matrixes

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.

Applied - Common Internal Assessment (CIA)

Students enrolled in Essential English and Essential Mathematics undertake four summative internal assessments in Units 3 and 4, contributing to their overall subject results. Of these assessments, schools are responsible for developing three of the summative internal assessments for each senior subject. The fourth assessment, a common internal assessment (CIA), is developed by 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 given preference over the other summative internal assessment.

Vocational Education and Training (VET)

At MSM there are several opportunities available for students to access VET programs. Students may partake in the following options:

- A third-party arrangement with an external Registered Training Organisation (RTO). This can include (but is not limited to):
 - Diploma of Business (Business Development) - Get Set Education
 - Certificate IV in Justice Studies (PICA)
 - Certificate II in Health Support Services followed by a Certificate III in Health Services Assistance (Mater Education)

School Based Traineeships and Apprenticeships (SBTs and SBAs) which are managed in conjunction with employers, RTOs and relevant Apprenticeship Support Network Providers (AASN).

- These options will be explained further in the VET section of this document.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on results from the student's five best ATAR eligible inputs:

- five (5) general subjects
- four (4) general subjects plus one (1) applied subject
- four (4) general subject results plus one (1) completed vet qualification at certificate iii level or above

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of three subjects – English, Essential English, or English & Literature Extension.

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.

Subject Offerings

Some subject offerings are subject to sufficient student interest and may not proceed if enrolment numbers are too low. In some cases, subjects may be delivered as composite classes, with students studying Units 1 and 2 alongside students undertaking Units 3 and 4 within the same class.

QCAA Senior Syllabus and VET subject offerings (Years 11 & 12)

	General	Applied
Religious Education	Study of Religion	Religion & Ethics
English	English Literature	Essential English
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics
Science	Biology Chemistry Physics Psychology	
Humanities & Business	Ancient History Business Economics Geography Modern History	Social & Community Studies
Health and Physical Education	Physical Education	
Languages	French Japanese	
Technologies	Design Digital Solutions	Hospitality Practices Fashion
The Arts	Dance Drama Music Music Extension Visual Art	
School-based Vocational Education & Training (VET) offered at MSM	Diploma of Business Certificate IV in Justice Studies Certificate II in Health Support Services/Certificate III in Health Services Assistance TAFE at School Program Other RTOs & Apprenticeships/Traineeships	

Note: the following elective subjects attract a subject levy – Dance, Drama, Hospitality Practices and Visual Art.

Subject progression from Years 5 – 12

	Year 5 & 6	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
Religious Education*	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Study of Religion (G) Religion & Ethics (A)
English*	English	English	English	English	English Accelerated Literature	English (G) Literature (G) Essential English (A)
Mathematics*	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematical Methods Essential Mathematics	General Mathematics (G) Mathematical Methods (G) Specialist Mathematics (G) Essential Mathematics (A)
Science	Science*	Science*	Science*	Science*	Life Science Physical Science	Biology (G) Chemistry (G) Physics (G) Psychology (G)
Humanities & Business	Humanities & Social Sciences*	Humanities*	Humanities* Economics & Business	History* Geography Economics & Business	Modern & Ancient History Geography Economics & Business	Ancient History (G) Business (G) Economics (G) Geography (G) Modern History (G) Social & Community Studies (A)
Health & Physical Education	Health & Physical Education*	Health & Physical Education*	Health & Physical Education*	Health & Physical Education*	Physical Education	Physical Education (G)
Languages	French Japanese	French Japanese	French Japanese	French Japanese	French Japanese	French (G) Japanese (G)
Technologies	Digital Technology	Digital Technology	Design Technology Digital Technology	Design Technology Digital Technology	Digital Technology Food Technology	Digital Solutions (G) Hospitality Practices (A) Fashion (A)
The Arts	Art Dance Drama Music	Art Dance Drama Music	Art Dance Drama Music	Art Dance Drama Music	Art Dance Drama Music	Visual Art (G) Dance (G) Drama (G) Music (G) Music Extension (G)
Inclusive Learning		Bridging Mathematics	Bridging Mathematics			
Vocational Education & Training (VET)						Diploma of Business Certificate IV in Justice Studies Certificate II in Health Support Services/Certificate III in Health Services Assistance TAFE at School Program Other RTOs & Apprenticeships/Traineeships

* Core subjects

(G) General subject
(A) Applied subject

Highly Recommended for Senior Syllabuses

The table below lists the minimum conditions typically required for students intending to study senior syllabuses. Students who do not meet these minimum results may struggle to manage the demands of senior subjects. Additionally, a solid understanding of English is important for handling the language requirements of senior subjects.

To choose an ATAR pathway in Year 11 and 12, it is recommended that students be achieving a **minimum C+** result in five (5) Year 10 subjects which must include English.

Should a student wish to pursue a subject for which they do not meet the recommended results, they may seek special permission from the Dean of Teaching and Learning, in consultation with the Program Leader – Senior School. It is crucial to note, however, that although administrative requirements may be waived, the academic challenges of the subject will remain unchanged. Consequently, students must be prepared to exert additional effort to achieve success in these subjects.

	Year 11 subject	Highly Recommended (minimum result in Year 10)
Religious Education	Study of Religion	English (C) Religious Education (B)
	English	English (C)
English	Literature	English (B)
	Mathematics	General Mathematics (C)
Mathematics	General Mathematics	General Mathematics (C)
	Mathematical Methods	Mathematical Methods (C)
	Specialist Mathematics	Mathematical Methods (B)
Science	Biology	Life Sciences (C) English (C) General Mathematics (C)
	Chemistry	Physical Sciences (B) Mathematical Methods (B) or General Mathematics (B)
	Physics	Physical Sciences (B) Mathematical Methods (B)
	Psychology	Life Sciences (C) English (C) General Mathematics (C)
Humanities & Business	Ancient History	English (C)
	Business	English (C)
	Economics	English (C) General Mathematics (C) At least a B in one other Humanities/Business subject
	Geography	English (C) General Mathematics (C)
	Modern History	English (C)
Health and Physical Education	Physical Education	English (C)
Languages	French	French (C)
	Japanese	Japanese (C)
Technologies	Digital Solutions	English (C)
The Arts	Dance	English (C)
	Drama	English (C)
	Music	Prior Music Knowledge
	Music Extension	General Music (C)
	Visual Arts	English (C)
Vocational Education & Training (VET)	Certificate IV in Justice Studies	English (C)
	Certificate III in Business & Certificate II in Workplace Skills	English (C)
	Diploma of Business	English (C) and; B average GPA or higher

How parents/caregivers can help at home

To make informed and realistic decisions about the future, students need to consider the range of possibilities on offer and the sustainability of these choices to personal abilities, beliefs and aspirations.

It is also important for students to recognise that success is the consequence of hard work, organisation, commitment and dedication. Be prepared for the inevitable failures and celebrate successes, regardless of how small they are. Accept that plans will not always work and when faced with difficulties a growth mindset is required to focus on the end goal. The student's journey is not one they can travel alone.

Parents/caregivers can work in partnership with the college in many ways:

- acknowledge and support your daughter in using their strengths
- access the parent lounge to obtain ongoing results in subject areas
- contact the program leader – senior school for any questions regarding your daughter's academic progress
- conference with subject teachers
- become familiar with college protocols as explained in the student diary
- use the language of the habits of mind and positive education to support your daughter in functioning well at school
- maintain interest in college life by reading the 'spirit' and having conversations with your daughter about key events at the college
- attend year level information evenings
- access assessment calendars and other important information in the Parent Lounge.

General Syllabus

Study of Religion

Study of Religion explores various religious traditions and their impact on people's lives. It covers the five major world religions—Judaism, Christianity, Islam, Hinduism, and Buddhism—as well as Australian Aboriginal and Torres Strait Islander spiritualities. The subject examines the nature and purpose of religion, sacred texts, and rituals, and their influence on society and culture.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Study of Religion

Course organisation

Unit	Title	Overview
1	Religion, meaning and purpose	Nature and purpose of religion: Students are introduced to the nature and purpose of religion and the significant links to sacred texts that underpin meaning in the specific religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism and Australian Aboriginal spiritualities and Torres Strait Islander spiritualities and religion. Students identify functions of religion and consider the influence of these on individuals, groups and society.
		Sacred texts: Students focus on the Abrahamic traditions of Judaism, Christianity and Islam, the Eastern traditions of Hinduism and Buddhism and Australian Aboriginal spiritualities and Torres Strait Islander spiritualities and religion. They investigate the expressions of sacred texts, their provenance and authority, how texts are interpreted, and the influence these texts have on individuals, groups and society.
2	Religion and ritual	Calendrical rituals: Students will identify, analyse and interpret religious calendrical rituals within and across religious traditions. Students will investigate the significance of calendrical rituals in the lives of individuals and examine the influence that culture may play in these rituals. They will consider the extent to which participation in such rituals enhances identity and membership of individuals, groups and society.
		Lifecycle rituals: Students will identify, analyse and interpret religious lifecycle rituals within and across religious traditions. Students will also consider how some rituals have remained unchanged for centuries while others have incorporated cultural practices. They will consider the role lifecycle rituals play in membership of the religious community.
3	Religious ethics	Social ethics: Students consider how ethical principles and theories in Judaism, Christianity, Islam, Hinduism and Buddhism are understood and applied to social-ethical issues. A social-ethical issues is a problem or situation that requires a person to consider the social implications of a moral decision and identify alternatives that need to be considered in the decision-making process. Students analyse issues from a religious-ethical perspective and evaluate the extent to which religious ethics influence decisions.
		Personal ethics: In this topic, students use their understandings of religious ethics, ethical teachings, ethical terminology and approaches to ethical decision-making developed in Topic 1 of this unit. A personal ethical issue is a problem or situation that requires a person to consider the implications of a moral decision on individuals and identify alternatives that need to be considered in the decision-making process. These understandings are applied to one contemporary ethical issue from the perspective of one of the five major world religions. Students identify how a variety of views may be evident and the extent to which religious ethics influence the decision-making process for individuals.
4	Religion – rights and relationships	Religion and the nation-state: Students identify and examine relationships between religion and the nation-state. They investigate the interactions of religion within the nation-state in order to evaluate the interplay between religion and nation-state on individuals, groups and societies.
		Human existence and rights: Students consider how religious traditions address questions about the nature and significance of humanity, informing and shaping timeless issues about what it means to be a human, exploring questions on rights, including human rights. They examine perspectives on ultimate questions, social justice and human rights by using their understandings of religious traditions and the insights that these provide on issues at a local, national and global level.

Study of Religion

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – extended response	25
	Summative internal assessment 2 (IA2): Investigation	25
4	Summative internal assessment 3 (IA3): Investigation	25
	Summative external assessment (EA): Examination – short response	25

English

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.

Pathways

A course of study in English can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

English

Course Organisation

Unit	Title	Overview
1	Perspectives and texts	Individual and collective experiences and perspectives of the world: Examine how perspectives and representations of concepts, identities and groups are constructed through textual choices such as language, medium, style and text structures. Analyse the perspectives and representations of concepts, identities and groups in texts and how these shape their own and others' ideas and perspectives.
2	Texts and culture	Cultural experiences of the world: How relationships between language, text, purpose, context and audience shape meaning and cultural perspectives. Shaping and responding to texts to demonstrate understanding of the relationship between language, representation, identity and cultural context, and the ways cultural assumptions, attitudes, values and beliefs underpin texts.
3	Textual connections	Conversations about issues in Texts: Examine representations of the same concepts and issues in different texts. Examine the power of language and argument to construct particular perspectives to prepare for the construction of their own persuasive argument in relation to an issue.
		Conversations about concepts in texts: Respond to two texts, exploring the personal, philosophical, social, political and/or cultural significance of representations and the cultural assumptions, attitudes, values and beliefs underpinning them. Add to ongoing, informed and public 'conversations' about literary texts.
4	Close study of literary texts	Creative Responses to literary texts: Experiment with innovative and imaginative use of language, style and textual elements to create imaginative texts that promote emotional and critical reactions in readers.
		Critical responses to literary texts: A close, critical study of a literary text and various interpretations of it, to independently develop and compose original, analytical texts.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Extended response – spoken persuasive	25
	Summative internal assessment 2 (IA2): Extended response – written analytical	25
4	Summative internal assessment 3 (IA3): Examination – extended response	25
	Summative external assessment (EA): Examination – extended response	25

Literature

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.

Pathways

A course of study in Literature can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- establish and maintain roles of 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.

Literature

Course Organisation

Unit	Title	Overview
1	Introduction to literary studies	The ways literary styles and structures shape how texts are received and responded to by individual readers and audiences. How textual choices engage readers imaginatively, emotionally and critically and how the views and values of readers may influence the interpretation of a text.
2	Intertextuality	Compare and contrast the ideas, style and structure of different texts and/or related texts. Create and analyse texts to demonstrate understanding of the ways in which texts interact with and build on each other to offer varied representations and perspectives.
3	Literature and identity	Create new literary texts that challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to exploit style and structure. Through critical analysis, consider how texts endorse, challenge or question cultural assumptions, demonstrating an understanding of how the style and structure of literary texts engage critically with representations of issues and ideas related to culture and identity.
4	Independent Explorations	Exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer. Compose original, imaginative texts to purposefully manipulate aesthetic features and stylistic devices to achieve particular effects. Draw on a range of interpretations of a literary text to develop independent, informed and sustained interpretation.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – extended response	25
	Summative internal assessment 2 (IA2): Extended response – multimodal	25
4	Summative internal assessment 3 (IA3): Extended response – written imaginative	25
	Summative external assessment (EA): Examination – extended response	25

General Mathematics

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices. 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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

General Mathematics

Course Organisation

Unit	Title	Overview
1	Money, measurement, algebra and linear equations	Consumer Arithmetic: applications of rates, percentages and use of spreadsheets
		Shape and Measurement: Pythagoras' theorem, mensuration
		Similarity and Scale: similar figures and scale factors
		Algebra: linear and non-linear relationships
		Linear equations and their graphs: Linear equations, straight line graphs
2	Applications of linear equations and trigonometry, matrices and univariate data	Applications of linear equations and their graphs: simultaneous linear equations, piece-wise linear graphs and step graphs
		Applications of trigonometry:
		Matrices: Matrices and matrix arithmetic
		Univariate data analysis 1: making sense of data relating to a single statistical variable
		Univariate data analysis 2: comparing data for a single numerical variable across two or more groups
3	Bivariate data and time series analysis, sequences and Earth geometry	Bivariate data analysis 1: identifying and describing associations between two categorical variables and two numerical variables
		Bivariate data analysis 2: fitting a linear model into numerical data, association and causation
		Time series analysis: describing and interpreting patterns in time series data, analysing time series data
		Growth and decay in sequences: the arithmetic sequence, the geometric sequence
		Earth geometry and time zones: locations on the Earth and time zones
4	Investing and networking	Loans, investment and annuities 1: compound interest loans and investments, present value of ordinary annuities
		Loans, investment and annuities 2: perpetuities and future value of ordinary annuities
		Graphs and networks: graphs, associated terminology and the adjacency matrix, planar graphs, paths and cycles
		Networks and decision mathematics 1: tress and minimum connector problems, project planning and scheduling using critical path analysis
		Networks and decision mathematics 2: flow networks, assigning order and the Hungarian algorithm

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Problem Solving Modelling Task	20
	Summative internal assessment 2 (IA2): Examination – short response	15
4	Summative internal assessment 3 (IA3): Examination – short response	15
	Summative external assessment (EA): Examination – combination response	50

Mathematical Methods

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. 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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

Mathematical Methods

Course Organisation

Unit	Title	Overview
1	Surds, algebra, functions and probability	Trigonometric Functions: circular measure and radian measure, introduction to trigonometric functions
		Probability: language of events and sets, conditional probability and independence
		Surds and quadratic functions
		Binomial expansion and cubic functions
		Functions and relations: introduction to functions and relations, graphs of relations, reciprocal functions
2	Calculus and further functions	Exponential functions: indices and index laws, introduction to exponential functions
		Logarithms and logarithmic functions: logarithmic laws
		Introduction to differential calculus: rates of change and the concept of derivatives
		Applications of differential calculus: graphical applications of derivatives
3	Further calculus and introduction to statistics	Further differentiation: differentiation rules
		Differentiation of exponential and logarithmic functions: calculus of exponential functions and logarithmic functions
		Differentiation of trigonometric functions and differential rules: calculation of trigonometric functions, differentiation rules
		Further applications of differentiation: the second derivative and applications of differentiation
		Introduction to Integration: anti-differentiation
4	Further calculus, trigonometry and statistics	Discrete random variables: general discrete random variables, Bernoulli distribution, binomial distributions
		Further Integration: fundamental theorem of calculus and definite integrals, application of integration
		Trigonometry: Cosine and sine rules
		Continuous random variables and the normal distribution
		Sampling and proportions: random sampling, sample proportions
		Interval estimates for proportions: confidence intervals for proportions

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Problem Solving Modelling Task	20
	Summative internal assessment 2 (IA2): Examination – short response	15
4	Summative internal assessment 3 (IA3): Examination – short response	15
	Summative external assessment (EA): Examination – combination response	50

Specialist 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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

Specialist Mathematics

Course Organisation

Unit	Title	Overview
1	Combinatorics, proof, vectors and matrices	Combinatorics: introduction to counting techniques, permutations
		Introduction to Proof: the nature of proof, rational and irrational numbers
		Matrices: matrix arithmetic and algebra
		Vectors in the plane: representing vectors in the plane by directed line segments, vectors in two dimensions
		Algebra of vectors in two dimensions
2	Complex numbers, further proof, trigonometry, functions and transformations	Complex Numbers: introduction to complex numbers, the complex plane (the Argand plane)
		Complex arithmetic and algebra: complex arithmetic using polar form, subsets of the complex plane, roots of real quadratic equations
		Circle and geometric proofs: circle properties of their proofs, geometric proofs using vectors
		Trigonometry and functions: sketching graphs, the reciprocal trigonometric functions, secant, cosecant and cotangent, trigonometric identities
		Matrices and transformations: transformations in the plane
3	Further complex numbers, proof, vectors and matrices	Further complex numbers: complex arithmetic using polar form, roots of complex numbers, factorisation of polynomials
		Vectors in two and three dimensions: vectors in three dimensions, algebra of vectors in three dimensions, vector and cartesian equations
		Mathematical induction and trigonometric proofs: trigonometric proofs using De Moivre's theorem
		Vector Calculus
		Further matrices: matrix algebra and systems of equations, application of matrices
4	Further calculus and statistical inference	Rates of change and differential equations
		Integration techniques
		Modelling motion
		Applications of integral calculus
		Statistical inference: sample means, confidence intervals for means

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Problem Solving Modelling Task	20
	Summative internal assessment 2 (IA2): Examination – short response	15
4	Summative internal assessment 3 (IA3): Examination – short response	15
	Summative external assessment (EA): Examination – combination response	50

Biology

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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

Unit	Title	Overview
1	Cells and multi-cellular organisms	Cells as the basis of life
		Exchange of nutrients and waste
		Cellular energy, gas exchange and plant physiology
2	Maintaining the internal environment	Homeostasis
		Infectious disease and epidemiology
3	Biodiversity and the interconnectedness of life	Biodiversity and populations
		Functioning ecosystems and succession
4	Heredity and the continuity of life	Genetics and heredity
		Continuity of life on Earth

Summative Assessment

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

Chemistry

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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

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

Summative Assessment

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

Physics

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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

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

Summative Assessment

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

Psychology

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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

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

Summative Assessment

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

Ancient History

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.

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

The syllabus objectives outline what students have the opportunity to learn.

- 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

Ancient History

Course Organisation

Unit	Title	Overview
1	Investigating the Ancient World	Features of ancient societies: (beliefs and rituals of the Old Kingdom, including a study of Budi Bim Cultural Landscape)
		Digging up the past: Understanding primary, secondary, archaeological, literary and non-literary sources
2	Personalities in their times	Cleopatra: Depth study which considers motivation, leadership, interpretations and legacy
		Boudica: Depth study which considers motivation, leadership, interpretations and legacy
3	Reconstructing the Ancient World	Macedonian Empire from Phillip II to Alexander III: The historiography and challenges associated with historical interpretation
		The Celts
4	People, power and authority	Civil War and the breakdown of the Republic: Civil War and the Breakdown of the Republic – How Rome Lost Its Freedom
		Julius Caesar

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – extended response	25
	Summative internal assessment 2 (IA2): Investigation	25
4	Summative internal assessment 3 (IA3): Investigation	25
	Summative external assessment (EA): Examination – short response	25

Business

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 situations and environments is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

Business

Course Organisation

Unit	Title	Overview
1	Business creation	Creation of business ideas: Innovation theories and entrepreneurial motivation
		Fundamentals of business: Business practices and strategies
2	Business growth	Establishment of a business: Strategies to manage human resources and finances a start-up business.
		Entering markets: Analyse, interpret and evaluate marketing and operational strategies in the growth stage of a business life cycle.
3	Business diversification	Competitive markets: Strategies used by mature businesses to remain competitive in the marketplace.
		Strategic development: Building Customer Loyalty Amid Competitive Pressures
4	Business evolution	Repositioning a business: Managing Business Repositioning Amid Market Shifts and Decline
		Transformation of a business: Transforming a Business for Renewal and Long-Term Viability

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – combination response	25
	Summative internal assessment 2 (IA2): Business report	25
4	Summative internal assessment 3 (IA3): Feasibility report	25
	Summative external assessment (EA): Examination – combination response	25

Economics

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

Pathways

A course of study in Economics can establish a foundation for further education and careers in fields such as business, finance, education, sociology, law, politics, journalism, media, health and social sciences, writing, academia, and research.

Objectives

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

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

Economics

Course Organisation

Unit	Title	Overview
1	Markets and Models	The basic economic problem: Explores the fundamental issue of scarcity and the necessity of making choices regarding the allocation of limited resources to satisfy unlimited wants.
		Economic flows: Examines the circular flow of income model, illustrating the movement of money and resources between various sectors within an economy.
		Market forces: Analyses how supply and demand interact to determine prices and quantities in various markets, influencing economic equilibrium.
2	Modified markets	Markets and efficiency: Students understand that markets can fail when the price mechanism results in a suboptimal allocation of resources. They examine market failure and explore traditional and innovative measures and strategies using economic criteria, for example socially optimal and/or efficient outcomes
		Case study options of market measures and strategies: environmental economics: Students investigate the impact that economic activities can have on the environment. The analysis and evaluation of trade-offs and sustainability provide opportunities to enhance their understanding of market failures
3	International economics	International trade: Explores Australia's international trade dynamics, examining the reasons for trade, Australia's role in the global economy, and evaluates the impact of exchange rate movements and trends in the balance of payments on the domestic economy
		Global economic issues: Students study three major factors affecting Australia's trade relationships with the rest of the world. These being the factors that have contributed to globalisation, barriers to trade, and the impacts of international trading agreements.
4	Contemporary macroeconomics	Macroeconomic objectives and theory: Students study the primary macroeconomic objectives of the Australian Government and economic theory.
		Economic indicators and past budget stances: Students apply their knowledge of economic indicators and theory to analyse and evaluate past economic events and decisions made in the annual federal budget of the government of the day
		Economic management: Students examine policy choices made in Australia about economic activity. This topic has three sub-topics, each of which focuses on an aspect of policy decision-making based on demand management and supply-side economic ideas and perspectives.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – combination response	25
	Summative internal assessment 2 (IA2): Investigation	25
4	Summative internal assessment 3 (IA3): Examination – extended response	25
	Summative external assessment (EA): Examination – combination response.	25

Geography

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, responding to land cover transformations, and planning for population change.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Course Organisation

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

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – combination response	25
	Summative internal assessment 2 (IA2): Report	25
4	Summative internal assessment 3 (IA3): Report	25
	Summative external assessment (EA): Examination – combination response	25

Modern History

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.

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.

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

The syllabus objectives outline what students have the opportunity to learn.

- 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

Modern History

Course Organisation

Unit	Title	Overview
1	Ideas in the Modern World	Russian Revolution, 1905 – 1920s: (Bloody Sunday takes place – Russian Civil War ends)
2	Movements in the Modern World	Global independence movements, c.1945–1975: (Including the Vietnamese independence movement, 1945–1975, from the declaration of independence to the fall of Saigon, situated within broader twentieth-century anti-colonial and Cold War contexts)
		Empowerment of First Nations Australians since 1938: (first Day of Mourning protest takes place)
3	National experiences in the Modern World	Soviet Union, 1920s – 1945: (Russian Civil War ends – WWII ends)
		Germany since 1914: (WWI begins)
4	International experiences in the Modern World	Australian engagement with Asia since 1945 (WWII in the Pacific ends) <ul style="list-style-type: none"> • Focus: Migration from Asia to Australia 1960s-1990s

Summative Assessment

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

Physical Education

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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- 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.

Physical Education

Course Organisation

Unit		Overview
1	Motor learning in physical activity	Explore concepts and strategies related to motor learning through selected physical activities. Analyse performance, gather data, and develop strategies to optimise skills.
2	Sport psychology in physical activity	Explore psychological concepts such as motivation, arousal, and concentration, and how these influence performance in physical activity.
	Equity – barriers and enablers	Investigate social, cultural, and environmental factors that affect access to and participation in physical activity. Identify barriers and enablers and consider strategies to promote equity and inclusion.
3	Tactical awareness in physical activity	Learn about motor learning and tactical awareness by collecting and analysing data to evaluate the impact of tactical strategies, then devise and justify strategies to enhance performance.
	Ethics and integrity in physical activity	Explore ethics and integrity in physical activity, including fair play and ethical behaviour. Analyse data to identify ethical dilemmas, develop strategies to optimise engagement, and justify effectiveness.
4	Energy, fitness and training integrated in physical activity	Explore concepts and principles related to energy systems, fitness, and training. Collect and analyse data on performance to develop and justify training strategies.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Project - folio	25
	Summative internal assessment 2 (IA2): Investigation – report	25
4	Summative internal assessment 3 (IA3): Project - folio	25
	Summative external assessment (EA): Examination – combination response	25

French

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

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

French

Course Organisation

Unit	Title	Overview
1	My world	Family/carers <ul style="list-style-type: none"> discuss the similarities and differences in family/carers' daily life in students' own and French-speaking communities examine the structure of the family/carer unit and stereotypical roles in society in students' own and French-speaking communities in the 21st century comment on how young people engage with their extended families
		Peers <ul style="list-style-type: none"> describe how students and their French-speaking peers socialise and connect with each other. compare the opportunities and challenges for young people in making and maintaining friendships. discuss relationships in a range of texts and explore personal opinions about the ideas and experiences within the texts
		Education <ul style="list-style-type: none"> compare school lives in French-speaking communities and Australia evaluate the benefits and challenges of school life and study
2	Exploring our world	Travel and exploration <ul style="list-style-type: none"> discuss ideas and information related to travel options and experiences in French-speaking communities, e.g. booking accommodation, seeking advice about tourist activities evaluate tourist destinations by reflecting on travel experiences and the benefits of travel investigate the significant features of a famous destination in a French-speaking community
		Social customs <ul style="list-style-type: none"> examine social customs and cultural conventions in French-speaking communities and/or in French texts about travel consider food and festivals and how they develop a sense of belonging analyse and discuss rites of passage in a variety of French-speaking communities around the world and how they reveal cultural values
		French influences around the world <ul style="list-style-type: none"> identify how French culture is maintained in the modern world analyse how aspects of French-speaking cultures have influenced the world
3	Our society, culture and identity	Lifestyle and leisure <ul style="list-style-type: none"> discuss ways language and culture shape lifestyles and leisure in French-speaking communities explore how science and technology affect lifestyles and leisure in Australian and French-speaking communities
		The arts, entertainment and sports <ul style="list-style-type: none"> investigate a significant/prominent French speaker and their contribution to the arts and/or entertainment, or to sports discuss youth culture (e.g. comedies, TV series, music in French-speaking communities) and how it entertains and influences people, and what this reveals about culture
		Groups in society <ul style="list-style-type: none"> evaluate how young people establish their group identity through socialising and connecting with their peers identify how young people in their own and French-speaking communities relate to, and express opinions about, other groups explore French culture/society/places and their/its influence on groups

4	My present, my future	The present <ul style="list-style-type: none"> ▪ explore and reflect on the end of school lives, including the significance of graduation ceremonies and end-of-school celebrations in Australian and French-speaking communities ▪ analyse and evaluate the role of young people in shaping the future, e.g. through technology, sustainability and/or innovation ▪ research and discuss social and global events that interest young people ▪ discuss the challenges and benefits of volunteering for young adults and communities
		Future choices <ul style="list-style-type: none"> ▪ compare and contrast employment prospects and the benefits and opportunities of speaking a second language ▪ investigate post-school options in students' own and French-speaking communities and discuss their personal considerations of independence ▪ consider the role of French in students' futures, including the opportunity for future study, travel and careers ▪ explore what it means to be a global citizen in a changing world, including students discussing the kind of person they aspire to be, and how they will stay connected to their friends

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – short response	20
	Summative internal assessment 2 (IA2): Examination – extended response	25
4	Summative internal assessment 3 (IA3): Multimodal presentation	30
	Summative external assessment (EA): Examination – combination response	25

Japanese

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 Japanese-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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- comprehend Japanese 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 Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate Japanese.

Japanese

Course Organisation

Unit	Title	Overview
1	My world	Family/carers <ul style="list-style-type: none"> discuss the similarities and differences in family/carers' daily life in students' own and Japanese-speaking communities examine the structure of the family/carer unit and stereotypical roles in society in students' own and Japanese-speaking communities in the 21st century comment on how young people engage with their extended families
		Peers <ul style="list-style-type: none"> describe how students and their Japanese-speaking peers socialise and connect with each other compare the opportunities and challenges for young people in making and maintaining friendships discuss relationships in a range of texts and explore personal opinions about the ideas and experiences within the texts
		Education <ul style="list-style-type: none"> compare school lives in Japanese-speaking communities and Australia evaluate the benefits and challenges of school life and study
2	Exploring our world	Travel and exploration <ul style="list-style-type: none"> discuss ideas and information related to travel options and experiences in Japanese-speaking communities, e.g. booking accommodation, seeking advice about tourist activities evaluate tourist destinations by reflecting on travel experiences and the benefits of travel investigate the significant features of a famous destination in a Japanese-speaking community
		Social customs <ul style="list-style-type: none"> examine social customs and cultural conventions in Japanese-speaking communities and/or in Japanese texts about travel consider food and festivals and how they develop a sense of belonging analyse and discuss rites of passage in a variety of Japanese-speaking communities around the world and how they reveal cultural values
		Japanese influences around the world <ul style="list-style-type: none"> identify how Japanese culture is maintained in the modern world analyse how aspects of Japanese culture have influenced the world
3	Our society, culture and identity	Lifestyle and leisure <ul style="list-style-type: none"> discuss ways language and culture shape lifestyles and leisure in Japanese-speaking communities explore how science and technology affect lifestyles and leisure in Australian and Japanese-speaking communities
		The arts, entertainment and sports <ul style="list-style-type: none"> investigate a significant/prominent Japanese speaker and their contribution to the arts and/or entertainment or to sports discuss youth culture (e.g. comedies, TV series, music in Japanese-speaking communities) and how it entertains and influences people, and what this reveals about culture
		Groups in society <ul style="list-style-type: none"> Evaluate how young people establish their group identity through socialising and connecting with their peers identify how young people in their own and Japanese-speaking communities relate to, and express opinions about, other groups

		<ul style="list-style-type: none"> ▪ explore Japanese culture/society/places and their/its influence on groups
4	My present, my future	<p>The present</p> <ul style="list-style-type: none"> ▪ explore and reflect on the end of school lives, including the significance of graduation ceremonies and end-of-school celebrations in Australian and Japanese-speaking communities ▪ analyse and evaluate the role of young people in shaping the future, e.g. through technology, sustainability and/or innovation ▪ research and discuss social and global events that interest young people ▪ discuss the challenges and benefits of volunteering for young adults and communities <p>Future choices</p> <ul style="list-style-type: none"> ▪ compare and contrast employment prospects and the benefits and opportunities of speaking a second language ▪ investigate post-school options in students' own and Japanese-speaking communities, and discuss their personal considerations of independence ▪ consider the role of Japanese in students' futures, including the opportunity for future study, travel and careers ▪ explore what it means to be a global citizen in a changing world, including students discussing the kind of person they aspire to be, and how they will stay connected to their friends

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Examination – short response	20
	Summative internal assessment 2 (IA2): Examination – extended response	25
4	Summative internal assessment 3 (IA3): Multimodal presentation	30
	Summative external assessment (EA): Examination – combination response	25

Digital Solutions

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.

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

The syllabus objectives outline what students have the opportunity to learn.

- 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 develop possible digital solutions
- generate components of the digital solution
- evaluate components and solutions against criteria to make refinements and justified recommendations and evaluate impacts
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Course Organisation

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

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Investigation	25
	Summative internal assessment 2 (IA2): Project	25
4	Summative internal assessment 3 (IA3): Project	25
	Summative external assessment (EA): Examination – combination response	25

Dance

Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

Unit	Title	Overview
1	Moving bodies	Contemporary, investigating the important role of ballet, including influences of key figures, such as Marius Petipa, Serge Diaghilev, George Balanchine, and influences of key figures in the evolution of contemporary dance, such as Isadora Duncan, Martha Graham, Merce Cunningham, Twyla Tharp and Steve Paxton
2	Moving through environments	Physical environments, including site-specific dance and digital environments Investigating the influences of key choreographers of dance in different environments— their philosophies, choreographic processes, choice of genre and style and aesthetic choices
3	Moving statements	Social, political or cultural contexts in dance Bangarra Dance Theatre & Stephan Page Examination of choreographic processes of Crystal Pite, Alvin Ailey, Christopher Bruce, Melaine Lane.
4	Moving my way	Exploration of how dance communicates personal meaning.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Performance	20
	Summative internal assessment 2 (IA2): Choreography	20
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Drama

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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

Drama

Course Organisation

Unit	Title	Overview
1	Share	<ul style="list-style-type: none"> ▪ How can drama help to educate, challenge and empower us to question society at this time and advocate change? ▪ Narration- he/said /she said dialogue ▪ How can we make and respond to dramatic works to explore challenges and demands of the human experience? ▪ How can we shape dramatic languages to communicate and challenge an understanding of humanity at this time?
2	Reflect	<ul style="list-style-type: none"> ▪ How can we use representational dramatic traditions to inform, empathise and chronicle/document lived experiences? ▪ How can we manage dramatic languages to reflect the human condition? ▪ How can we reflect contemporary and inherited styles of Realism through making and responding?
3	Challenge	<ul style="list-style-type: none"> ▪ Absurdist theatre, its influences to challenge society's perception, the playwrights responsible for the movement, the effect on 20th Century theatre and beyond ▪ Acting in the absurdist Style ▪ How can drama help to educate, challenge and empower us to question society at this time and advocate change? ▪ Narration- he/said /she said dialogue ▪ How can we make and respond to dramatic works to explore challenges and demands of the human experience? ▪ How can we shape dramatic languages to communicate and challenge an understanding of humanity at this time?
4	Transform	<ul style="list-style-type: none"> ▪ Introducing the text of A Classical or heritage play- reading the play aloud. Twelfth Night will be the play for 2026, and it is the same as the English External Exam and is advantageous for the students to study in Drama. ▪ Watching directing choices on Digital Theatre Plus, or a variety of theatre companies' productions ▪ Workshopping moments in the play ▪ Devising using conventions of Contemporary Theatre and performance

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Performance	20
	Summative internal assessment 2 (IA2): Project	20
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Music

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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Course Organisation

Unit	Title	Overview
1	Designs	Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed
2	Identities	Students make and respond to music that expresses cultural, political and social identities in both local and global contexts
3	Innovations	Students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings
4	Narratives	Students focus on their emerging voice and style through making and responding to music

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Performance	20
	Summative internal assessment 2 (IA2): Composition	20
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Music Extension (Year 12 only)

Music Extension is an extension of the Music General senior syllabus, and studied after Music units 1 and 2, usually concurrently with Year 12 Music. Students select one specialisation only - Composition OR Musicology OR Performance - and follow an individual program of study designed to continue the development of refined musicianship skills. This subject provides an opportunity for students with specific abilities in music to extend their expertise. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

Composition

In the Composition specialisation, 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.

Musicology

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

Performance

In the Performance specialisation, students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

Composition

- analyse music
- apply literacy skills
- evaluate music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Musicology

- analyse music
- apply literacy skills
- evaluate music
- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information

Music Extension (Year 12 only)

Performance

- analyse music
- apply literacy skills
- evaluate music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

Course Organisation

Unit	Title	Overview
3	Explore	Initiate best practice
		Consolidate best practice
4	Emerge	Extended academic research paper
		Application of theory

Summative Assessment

Composition

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Composition 1	20
	Summative internal assessment 2 (IA2): Composition 2	20
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Musicology

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Investigation 1	20
	Summative internal assessment 2 (IA2): Investigation 2	20
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Performance

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Performance 1	20
	Summative internal assessment 2 (IA2): Performance 2	20
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Visual Art

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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- 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 stimuli
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning

Course Organisation

Unit	Title	Overview
1	Art as lens	Art as a lens to explore the material world. They explore how artists work through processes to create new ways of thinking, meaning and representation.
2	Art as code	Students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas.
3	Art as knowledge	They explore the concept 'art as knowledge' as they employ new knowledge inspired by their personal interests, beliefs and observations of the world.
4	Art as alternate	Students resolve their body of work through the concept 'art as alternate' as they imagine, generate and apply new ideas and links.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Investigation	15
	Summative internal assessment 2 (IA2): Project	25
4	Summative internal assessment 3 (IA3): Project	35
	Summative external assessment (EA): Examination – extended response	25

Applied Syllabus

Religion & Ethics

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- explain religious, spiritual and ethical principles and practices
- examine religious, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects

Religion & Ethics

Course Organisation

Unit	Title	Overview
1	Unit option F: Sacred stories	What makes a story sacred? Students explore universal truths and how sacred stories shape and inspire individuals and communities by reinforcing shared beliefs and values.
		Sacred story: Students are introduced to how sacred stories preserve experiences and ideals, explore meaning and examine the big questions of life. The sharing of sacred stories over time is understood in terms of emerging religious, spiritual, ethical and cultural or community resonance.
2	Unit option D: World religions and spiritualities	Expressions of spirituality: Students learn about how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities. They investigate how religions and spiritualities influence and shape the experiences and interactions of individuals and communities.
		Religious and spiritual diversity: Students explore a variety of community contexts, seeking to know how understanding and respecting religions and spiritualities can help to foster a more harmonious society.
3	Unit option E: Peace	Keeping the peace: Students are introduced to the study of peace from a variety of religious, spiritual and ethical viewpoints. They examine the roles these viewpoints play in an individual's perspective of peace and conflict.
		Peace promotion: Students investigate peace at the individual, community, national and/or international level. They explore practical questions about approaches to realising peace and justice in overcoming conflict.
4	Unit option B: Social justice	Social justice: Students are introduced to religious, spiritual and ethical principles as they consider social conscience and its underlying influences. They explore a range of social and structural social justice issues and human rights.
		Human dignity: Students consider the quality of human life and how this is protected and affirmed in various communities. They explore perspectives and actions related to how human dignity can be further promoted in a community context.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Extended response – written analytical	25
	Summative internal assessment 2 (IA2): Project	25
4	Summative internal assessment 3 (IA3): Extended response – written analytical	25
	Summative internal assessment 4 (IA4): Project	25

Essential English

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.

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

The syllabus objectives outline what students have the opportunity to learn.

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/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

Course Organisation

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

Summative Assessments

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Multimodal presentation	25
	Summative internal assessment 2 (IA2): Common Internal Assessment (CIA)	25
4	Summative internal assessment 3 (IA3): Multimodal presentation	25
	Summative internal assessment 4 (IA4): Examination – extended response	25

Essential Mathematics

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. 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.

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

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

Unit	Title	Overview
1	Number, data and money	Fundamental topic; Calculations Number: ratios, rates, percentages, units of energy
		Representing data: classifying data, data representation and interpretation
		Managing money: earning money, budgeting
2	Data and travel	Data collection: census, surveys, simple survey procedure, sources of bias
		Graphs: reading and interpreting graphs, drawing graphs, using graphs
		Time and motion: time, distance, speed
3	Measurement, scales and chance	Measurement: converting units of measure, geometry, linear measurement, area measure, volume and capacity
		Scales, plans and models: create and interpret scale drawings, right-angled triangles
		Probability and relative frequencies: simulations, simple probabilities
4	Calculations	Bivariate graphs: cartesian plane, bivariate scatterplots, line of best fit
		Summarising and comparing data: summarising and interpreting data, comparing datasets
		Loans and compound interest: compound interest, reducing balance loans

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Problem Solving Modelling Task	20
	Summative internal assessment 2 (IA2): Common Internal Assessment (CIA)	15
4	Summative internal assessment 3 (IA3): Problem Solving Modelling Task	15
	Summative internal assessment 4 (IA4): Examination – short response	50

Social & Community Studies

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.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

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

Course Organisation

Unit	Title	Overview
1	Legal and Digital Citizenship	Virtually legal
2	Relationships and work environments	Preparation for relationships and work environments beyond school
3	Art and Identity: Art and Soul	Crafting identity through creative expression
4	Lifestyle and financial choices	Making informed financial and lifestyle decisions

Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Investigation	25
	Summative internal assessment 2 (IA2): Project	25
4	Summative internal assessment 3 (IA3): Project	25
	Summative internal assessment (IA4): Extended response – Multimodal	25

Hospitality Practices

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Course Organisation

Unit	Title	Overview
1	Bar and Barista	In Unit 1, students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.
2	Casual Dining	In Unit 2, students explore the hospitality industry through the context of casual dining. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.
3	In House Dining	In Unit 3, students learn about in-house dining, which is the practice of providing meals to diners at a venue, such as on board a ship, train or airplane; at an aged-care facility; or at a motel. They understand that meals become an important part of an in-house diner's day. Students recognise that communication is as important in a dining experience as the ingredients, style and cuisine of the food and beverages. They discover that the importance of service in different settings. Students interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes. practicing skills in food production related to foods found in both coffee shops and bars. They also investigate the variety of dietary requirements that are faced in the Café and Restaurant industry these days.

		They will learn how to make food and plan for people who are not standard and needs specialised attention.
4	Culinary Trends	In this unit, students explore the hospitality industry through the context of culinary trends. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Practical demonstration	25
	Summative internal assessment 2 (IA2): Project	25
4	Summative internal assessment 3 (IA3): Practical demonstration	25
	Summative internal assessment 4 (IA4): Project	25

Fashion

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

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

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fashion and textile industries, including design, production, merchandising, styling and retail. Students could pursue further studies in fashion design, textile technology, visual merchandising, costume design or business and marketing, which allows for specialisation across creative and commercial pathways.

Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Course Organisation

Unit	Title	Overview
1	Adornment	In this unit, students explore the fashion industry through the context of adornment. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.
2	Fashion Designers	In this unit, students explore the fashion industry through the context of fashion designers. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.
3	Slow Fashion	In this unit, students explore the fashion industry through the context of slow fashion. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.
4	Historical Fashion Influences	In this unit, students explore the fashion industry through the context of historical fashion influences. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures

		with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.
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Summative Assessment

Unit	Assessment	Weighting (%)
3	Summative internal assessment 1 (IA1): Practical demonstration	25
	Summative internal assessment 2 (IA2): Project	25
4	Summative internal assessment 3 (IA3): Practical demonstration	25
	Summative internal assessment 4 (IA4): Project	25

Vocational Education and Training (VET)

Diploma of Business (Business Development) BSB50120

The Diploma of Business specialising in Business Development is delivered at Mt St Michael's College under a third party arrangement* with Get Set Education (RTO Code: 45252). This Nationally recognised qualification (awarded on successful completion of all units/assessment requirements) focuses on how businesses plan, promote, and improve what they do. It covers practical business skills that are used across many industries, including:

- Business planning and operations (setting goals, organising work, improving processes).
- Marketing and promotion (how organisations communicate and reach customers).
- Communication in the workplace (writing emails, reports, and presenting ideas clearly).
- Project and teamwork skills (planning tasks, meeting deadlines, working with others).
- Problem-solving and decision-making (using information to make sound choices).

Pathways

Graduates will be able to use their Diploma of Business:

- As an entry path into a Business Services Industry position
- Running a small business, or
- To support future study and pathway options, including apprenticeships, traineeships and university, depending on individual circumstances and entry requirements.

Language, Literacy, Numeracy and Digital skills

Prior to enrolment acceptance, students complete a Language, Literacy, Numeracy and Digital (LLND) screening process. This helps Get Set Education review the student's skills in the context of the course requirements, provide course suitability advice, and identify any reasonable adjustments or support needs where appropriate.

Units of competency

Students complete 12 units (5 Core and 7 Electives):

Unit	Title
BSBXCM501	Lead communication in the workplace
BSBCRT511	Develop critical thinking in others
BSBMKG546	Develop social media engagement plans
SIRXMKT006	Develop a social media strategy
BSBFIN501	Manage budgets and financial plans
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS601	Develop and implement business plans
SIRXMGT005	Lead the development of business opportunities
BSBOPSS01	Manage business resources
BSBOPSS05	Manage organisational customer service

BSBOP504	Manage business risk
BSBSUS511	Develop workplace policies and procedures for sustainability

Entry requirements

The Diploma is ideal for students who want to develop real-world business and leadership skills, enjoy working on practical projects, including in teams, and are curious about how businesses operate, grow and succeed.

- Student subject selection interview completed (School process).
- LLND assessment completed prior to enrolment acceptance.
- Parent/guardian permission (if under 18).

Duration

- 18 months (3 semesters)

How it works

- This course is delivered through a blended model. Students participate in timetabled classroom lessons at school, supported by school staff, and attend a weekly online lesson with a Get Set Education Trainer and Assessor. Online learning materials are also provided to support course completion. Note: Attendance rates are monitored and homework is expected in line with other senior school subjects.
- All students have the opportunity to attend weekly after school and school holiday online study sessions with a Get Set Education Trainer and Assessor in addition to their core learning requirements.
- Get Set Education provides online learning and assessment through aXcelerate, the Learning Management System used to access course materials and assessment tasks.
- Assessment evidence may include written responses, eLearning projects, practical tasks and observations.
- Tasks are submitted across each semester to demonstrate competency.

Technology

BYOD minimum requirements (for aXcelerate access)

- Portable laptop running Windows 10+ (or macOS 11+)
- Headset capable (for e-Learning tutorial videos).
- Current web browser (Chrome recommended).
- Microsoft Office (Word, Excel, PowerPoint) or compatible software, advised by College.
- Reliable internet at home to access learning content and submit assessments.

Cost

\$2,199 (payment plan available via Debit Success) Get Set Education protects the fees that are paid in advance by students by not requiring a student to ever pay more than \$1,500 in advance for services not yet provided, either before course commencement or at any stage during the course.

Successful completion of the Diploma provides a maximum of 8 credits towards the QCE and may be considered by Universities when assessing tertiary entry pathways. Learn more at www.getset.edu.au/uni-pathways.

More detailed information on areas including:

Qualification and Course Provider	Entry Requirements and Support Arrangements
Delivery and Assessment Arrangements	Fees, Payment Options and Inclusions
<p>is provided in the BSB50120 Diploma of Business Course Information available on our website www.getset.edu.au/resources</p>	

*Mt St Michael's College supports student recruitment, and school-based support. Get Set Education delivers training and assessment, manages enrolment, online learning resources, and assessment requirements. All information provided is accurate as of May 2026 but subject to change.

RTO Details

Name: Get Set Education

RTO Code: 45252

Certificate IV in Justice Studies (10971NAT) - (PICA)

The 10971NAT Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

Aims: The Certificate IV in Justice Studies course is designed to

- Provide students with a broad understanding of the justice system
- Develop the personal skills and knowledge that underpin employment in the justice system.

Training is delivered via independent study in Study Lines at school. Course content is provided by the trainer and assessor through online self-paced learning methods.

QCE Credits: Successful completion of the Certificate IV in Justice Studies contributes a maximum of eight (8) credits towards a student's QCE.

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

Pathways

Graduates may be able to use their Certificate IV Justice Studies:

- as an entry path into a Justice Industry position
- to pursue further tertiary pathways (e.g. Bachelor) and
- to improve their chances of gaining tertiary entrance.

Language, Literacy, Numeracy and Digital skills

A Language, Literacy, Numeracy and Digital (LLND) screening process is undertaken at the time of initial enrolment (or earlier) to determine suitability and any support needs.

Units of competency

Unit	Title
BSBLEG421	Apply understanding of the Australian Legal System
BSBXCM401	Apply communication strategies in the workplace
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse Social Justice issues
PSPETH007	Uphold and support the values and principles of public service
PSPREG006	Encourage compliance with legislation in the public sector
PSPREG010	Prepare a brief of evidence
PSPREG033	Apply Regulatory Powers
PSPREG035	Produce a formal record of interview

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach. Evidence is gathered through the following means:

- written projects
- online quizzes
- observation of skills
- oral and written questions

Cost

\$750

RTO Details

Name: Professional Investigators College of Australasia (PICA)

RTO Code: 40789

Certificate II in Health Support Services/Certificate III in Health Services Assistance (HLT23221/HLT33115) - Mater Education

Mater's combined Certificate II in Health Support Services and Certificate III in Health Services Assistance is offered as a senior subject where students learn what it takes to become an Assistant in Nursing. Students study on-site in a real hospital environment and gain first-hand experience in an acute hospital setting, working alongside qualified healthcare professionals. The program is designed to give students the ability to develop an understanding of medical terminology, anatomy, communication and teamwork, and establish a solid foundation on which to build their healthcare career.

QCE Credits: Successful completion of the combined course contributes a maximum of six (6) credits towards a student's QCE.

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

Pathways

Graduates will be able to use their Certificate III in Health Services Assistance:

- as an entry-level qualification into Nursing (AIN)
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor) and
- to improve their chances of gaining tertiary entrance.

Language, Literacy, Numeracy and Digital skills

A Language, Literacy, Numeracy and Digital (LLND) screening process is undertaken at the time of initial enrolment (or earlier) to determine suitability and any support needs.

Units of competency

The Certificate II in Health Support Services (two terms) covers:

Unit	Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
BSBOP203	Deliver a service to customers
BSBPEF202	Plan and apply time management
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTWHS005	Conduct manual tasks safely
CHCCCOM001	Provide first point of contact

The Certificate III in Health Services Assistance (one term) covers:

Unit	Title
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR301	Organise personal work priorities and development
HLTAAP001	Recognise healthy body systems
BSBFLM312	Contribute to team effectiveness
CHCCCS002	Assist with movement

Assessment

Learning experiences will be achieved by students working alongside an experienced trainer. A range of teaching/learning strategies will be used, including:

- Practical tasks / experience
- Hands-on activities
- Homework tasks

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach. NOTE: There is a compulsory two-day health experience during school holidays (for the Certificate III component).

Cost

\$960 = Certificate III Gap fee (VETIS eligibility applies)

Enrolment

Enrolment in this combined course will be available to students in Unit 3 – either in Term 4, 2027 or Term 1, 2028. Please indicate your preferred time placement on your SET plan documentation.

RTO Details

Name: Mater Education
RTO Code: 5210

TAFE AT SCHOOL Program

TAFE Queensland offers a range of courses for high school students through the TAFE at School program. Students can choose from a variety of Certificate I to IV courses from a range of study areas.

Course information for 2027 can be found in the TAFE at School Course Guide 2027 – GREATER BRISBANE. [TAFE at School Course Guide - Greater Brisbane Region by TAFE Queensland - Issuu](#).

Applications for January 2027 commencement open in mid-July and interested students are encouraged to apply as soon as possible after that date.

QCE Credits: Successful completion of the chosen course can contribute between two (2) and eight (8) credits towards a student's QCE.

Should students choose a VET subject offered by TAFE which is less than six (6) terms in length, they will be required to either complete a further VET course or pick up another subject for Year 12.

If undertaking a VET qualification, the College recommends students undertake a Certificate III or higher to provide a rank which can be used to access some university courses.

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

Pathways

Graduates will be able to use their qualification:

- as an entry path into an entry-level position
- to pursue further tertiary pathways (e.g. Certificate III, Certificate IV, Diploma or Bachelor) and
- to improve their chances of gaining tertiary entrance (for Certificate III and IV).

Learning Experiences

Learning experiences will be achieved by students working alongside an experienced trainer. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- practical tasks
- projects
- homework tasks
- written documents or knowledge questions

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach.

Cost

TAFE at School courses vary in cost from fully funded (\$0) up to \$7,000.

For current fees, see the TAFE at School Course Guide 2027 by TAFE Queensland: TAFE at School Course Guide - Greater Brisbane Region by TAFE Queensland - Issuu.

For further information, see the TAFE at School website: High School Program - TAFE at School | TAFE Queensland.

RTO Details

Name: TAFE Queensland
RTO Code: 0275

Other RTOs & Apprenticeships / Traineeships

Occasionally, students may want to enrol in a course at another Registered Training Organisation (RTO). For instance, some students have completed a Certificate III in Dance through the Queensland College of Dance or a Certificate III in Film and Television through the Queensland School of Film and Television. If you identify a course you wish to take, please bring the course details to your SET Plan meeting.

Students also have the option to participate in school-based apprenticeships and traineeships once a week. It is the student's responsibility to find an employer for these opportunities. While employers sometimes reach out to us, this is not common.

Costs associated with these courses are dependent on the course and government funding allocations.

QCE Credits: Students will receive QCE credits dependent on the course undertaken.

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

Language, Literacy, Numeracy and Digital skills

A Language, Literacy, Numeracy and Digital (LLND) screening process is undertaken at the time of initial enrolment (or earlier) to determine suitability and any support needs.